



Subject Overview Report:



Curriculum Intent and Aims

The aims of PSHE education at our school are to:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Planning and Resources

We follow the SCARF scheme of work throughout school (N-Y6). This is a spiral curriculum and revisits key concepts each year. The SCARF scheme is a comprehensive scheme - covering all PSHE and RSE objectives. Some non-statutory elements have been removed from the curriculum following staff, governor and parent consultations. More detail of this is recorded on our adapted school progression document. We also subscribe to the PSHE association which has guidance and updates and lesson ideas. It also provides opportunities for CPD for staff who need support in teaching elements of PSHE and RSE.

In addition to the work on SCARF we use Zones of Regulation as a system across the school to help teach self-regulation by categorising different feelings and states of alertness into four concrete coloured zones. This promotes tools and strategies for regulation, prosocial skills, self-care and overall wellness.

Lesson Structure/Key Elements

PSHE is taught weekly and lessons last approximately 40 minutes (depending on age/lesson or topic). We record lessons in class journals/ books. Class records include notes of class discussions, photos, samples of any written work, drawings or reflections. Not all lessons will be appropriate for recording written work but in this case the teacher will

make a note in the class journal about the topic or theme of the lesson covered. We encourage practical lessons including drama and other creative methods for teaching and learning.

Marking and Assessment

Marking is in the form of oral feedback with the children in class through periods of discussion and reflection. Summative assessments are carried out alongside the SCARF themes using the SCARF assessment documents and through the use of the pre and post assessment tasks. Children's progress and understanding across the progression statements for each year group are highlighted and notes made by the teacher taking into account both children's reflections and teachers observations through discussions.

The SCARF programme states: *"The essential skills and attributes [of PSHE and Wellbeing education] are arguably the hardest aspects of learning to assess. It is difficult for teachers to assess accurately a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons.*

Such personal reflection in PSHE and Wellbeing education lessons is essential, so ensuring pupils have time and space to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self-assessment."

Current Strengths

The RSE and PSHE policies are up to date and staff and parent consultations have taken place and the policy has been ratified by the governors which was the legal requirement by summer term 2021.

The SCARF scheme covers all of the PSHE and RSE requirements and each year group is being taught the correct objectives. We are confident that the content is progressive and appropriate. The lessons are clearly planned and easy to follow and the resources are ready to use. From staff feedback, all teachers are happy with the SCARF format of lessons and can confidently use the resources that are provided.

The PSHE Subject Leader and the Headteacher have completed Senior Mental Health Lead Training funded by the DfE. A full audit and evaluation of PSHE and Mental health and Wellbeing work was carried out across the school. The training was through Innovating Minds and following the audit an action plan was put in place and this has been independently assessed and reviewed. The schools approach to Mental Health and Wellbeing has been highlighted as 'Excelling' and we have received accreditation for the work taking place.

Current Weaknesses

Our focus has been on embedding SCARF across the school in the last couple of years. Due to new staff and children joining our school it feels appropriate to have a focus on Zones of Regulation to ensure it is fully embedded as a whole school approach to self-regulation. This will benefit all children and staff and will promote a common language for talking about thoughts and feelings.

Due to COVID restrictions the opportunities to hold whole school events and invite visitors into school has been limited. This school year enrichment opportunities will take place where we can see whole school events and visitors come in to support the development of many PSHE aspects. This will include members of our local community to share their skills to ensure our curriculum is reflective of the local area. Children and staff will be made aware of any local events, support groups and issues that occur in order to fully embrace our local community in school.

How are we ensuring continuity and consistency across year groups?

The SCARF scheme ensures that the children receive a spiral curriculum that is progressive and covers all the new framework objectives. Through staff meetings and discussions the school progression document has been agreed and staff and parents are happy with the lesson content and vocabulary used.

The audits that will take place over the year will ensure that the impact of the PSHE and RSE is effective across the school. Any issues that arise will be addressed and support will be given.

Enrichment Opportunities

A virtual library of books for the children to access covering a wide selection of topics linked to PSHE was created and this will be shared with the new intake of EYFS and used in school with KS1.

This year, following suggestions of the School Council, a 'Wellbeing Week' and 'Green Day' will be organised. This will encompass the children's suggestions and involve activities that support the children to feel the ZOR colour 'green' which means they are happy, relaxed and calm.

SCARF Live will take place this year as these sessions were a huge success last year. This will see classes working with Lucy from SCARF which will enhance our experience.

Action Plan

Targets for 2020-21	Evaluation of Targets 2020-21
To develop new PSHE and RSE policy and conduct parent/staff consultations.	Completed- ready to be uploaded onto the new website.
To introduce new SCARF policy for N-Y6 and provide staff with appropriate training.	All classes are using the SCARF documents but monitoring is needed to ensure consistency and quality.
To develop new progression document and vocabulary document from N-Y6	All staff have received appropriate information and resources but some pupil/staff voice is needed to monitor effectiveness and impact.
To inform staff of new framework and requirements.	Two staff meetings have taken place to update staff of new requirements and staff consultation process has been completed.

Targets for 2021-22	Evaluation of Targets 2021-22
To undertake monitoring of the subject to assess impact of SCARF.	A full audit was carried out as part of the SMHL work. A full review of the SCARF and PSHE work was evaluated and celebrated, as we are seeing positive benefits of using this system.
To check all teachers are confident to teach their Year group and have appropriate training (since movement of staff).	As part of the audit a staff questionnaire was issued and discussions held with teachers. In summary the majority of teachers were confident in teaching PSHE using the SCARF and ZOR resources. New staff require further training of ZOR and support was offered to a staff in regards of RSE lessons.
To organise enrichment opportunities such as a 'Wellness Day'.	A SCARF Day and Children's Mental Health Day was celebrated. An online Live SCARF session took place in 4 classes. Restrictions on visitors in school remained this year but in the future we look forward to inviting visitors in to help us enhance our curriculum.
To create mindful packs/resources for children to access in class to support wellbeing/ mental health (possible focus for School Council).	Resources were shared for teachers to create different tools to be used in the classroom. Each class developed their own systems - Class 6 created wellbeing shoe boxes which the children used over the year. Class 1 had a Calm Crate which included journals, sensory toys and books to help with their emotions. All classes have a worry jar.

Targets for 2022-23	Evaluation of Targets 2022-23
To introduce and monitor 'Class PSHE Journals' which will be used as a central class record of SCARF and ZOR work. Each child may have their own 'Reflection Journal' which will be their individual space to record their thoughts and feelings.	

To monitor the use of the SCARF assessment documents by teachers and ensure teachers are aware of the end points for each theme they cover.	
To focus on Zones of Regulation across the school community. This will encourage staff and children to use a common language in relation to their self-regulation and feelings.	
To organise enrichment opportunities such as a Wellbeing Week/ Green Day/ SCARF Live. Invite relevant visitors into school to share their expertise and skills.	