



# Willow Lane Primary School PSHE Curriculum

The power of education to change and enhance lives. A holistic approach to child development.






## Values

We support children in developing their character through our Willow Tree Way, which include the key aspects of being respectful, being responsible and being ready. These values underpin our expectations for everyone in school and are modelled and referred to constantly. They also reinforce the Fundamental British Values of democracy, rule of law, respect and tolerance and individual liberty. We promote these values through all our interactions with children, including the use of special mention certificates, assemblies, specific praise and through our restorative approach to behaviour.

Mind	Body	Soul
<p>Our children will:</p> <ul style="list-style-type: none"> <li>• love learning</li> <li>• be curious and open to new ideas</li> <li>• achieve their full potential across the curriculum</li> <li>• communicate their ideas and emotions</li> <li>• use their voice to make a difference and support and challenge others</li> </ul>	<p>Our children will:</p> <ul style="list-style-type: none"> <li>• be physically active</li> <li>• understand healthy choices</li> <li>• keep themselves safe</li> <li>• be team players</li> <li>• develop independence</li> </ul>	<p>Our children will:</p> <ul style="list-style-type: none"> <li>• be kind and understanding</li> <li>• respect and celebrate diversity</li> <li>• value and take responsibility for their community and the environment</li> <li>• show grit and determination</li> <li>• have the courage to make good choices</li> </ul>

## Our Willow Tree Way

<p><b><u>Be Respectful:</u></b></p> <ul style="list-style-type: none"> <li>• Use manners</li> <li>• Listen to others</li> <li>• Look after property and equipment                             <ul style="list-style-type: none"> <li>• Celebrate other children's</li> <li>• Be positive - Value others</li> </ul> </li> <li>• Value the input and advice of teachers</li> </ul> 	<p><b><u>Be Responsible:</u></b></p> <ul style="list-style-type: none"> <li>• Work hard to do their best</li> <li>• Make sure they and others are safe                             <ul style="list-style-type: none"> <li>• Listen and focus</li> <li>• Take part</li> </ul> </li> <li>• Take roles given seriously</li> <li>• Follow instructions                             <ul style="list-style-type: none"> <li>• Try hard</li> </ul> </li> </ul> 	<p><b><u>Be Ready:</u></b></p> <ul style="list-style-type: none"> <li>• Focus in class</li> <li>• Be prompt in to lessons</li> <li>• Have the correct equipment                             <ul style="list-style-type: none"> <li>• Follow instructions</li> <li>• Value learning</li> <li>• Be on time</li> </ul> </li> <li>• Have a good night's sleep</li> </ul> 
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# Willow Lane Personal, Social, Health and Economic Education (PSHE) Curriculum



**Our intention** is that when children leave Willow Lane, they will do so with the skills, knowledge and emotions to be able to play a positive, constructive and successful role in today's diverse society. We want our children to believe in themselves, have high aspirations, realising that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

Through the teaching of PSHE at Willow Lane, we support our children in developing positive behaviours, mental health, wellbeing, resilience and achievement. It exceeds both the DfE statutory requirements and the PSHE Association's advisory content, which together ensure a comprehensive, spiral curriculum for PSHE education. We have adapted the guidance and resources to meet the needs of the children at Willow Lane and created a broad and balanced curriculum that incorporates concepts and skills from across the Personal, Social, Health and Education strands. Key ideas are explored, taught and modelled through all our interactions with children. It is also explicitly taught in PSHE lessons and draws on knowledge from across the curriculum. We model and teach the skills and knowledge our children need to develop their character and manifest the Willow Tree Way, which include the key aspects of being respectful, being responsible and being ready. Importantly, this learning enables our children to develop safe and positive relationships, make healthy and safe choices and develop into positive members of their communities. It provides the foundations for our children to achieve their potential in all their lessons and to be happy, healthy individuals.

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## Implementation

**EYFS** - In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Reception also uses the Coram Scarf Scheme of Work materials and KidSafe (see below)

**Key Stage 1 and Key Stage 2** - At Key Stage 1 and 2, PSHE is taught through a clear, tailor-made scheme of work in line with the National Curriculum. We ensure we cover the 6 key strands set out in the Coram Scarf Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance, along with other key programmes which we feel are essential for the children at Willow Lane. These include KidSafe, which is a child-friendly, preventative children's mental health and safeguarding programme that we have integrated with our PSHE / RSE provision. Along with, the RNLI sessions that aim to teach young people how to be safe near and in the water – and what to do if anything ever goes wrong.

At Willow Lane, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain. The Sex Education aspects of PSHE are also taught through 'Scarf'.

PSHE is taught through six half termly themes with each year group studying the same unit at the same time (at their own level):

**Autumn 1:** Me and My Relationships (including KidSafe sessions): focuses on families and caring, respectful relationships.

**Autumn 2:** Growing and Changing (including Sex Education): focuses on the changes children experience as they move through school and on into adulthood.

**Spring 1:** Valuing Difference: focuses on exploring the strength of diversity in our communities and the many things we all have in common.

**Spring 2:** Keeping Safe (including Road Safety, Water Safety and Rail): equips children with the skills and knowledge to identify and mitigate risks in their environment.

**Summer 1:** Rights and Respects: focuses on the protections we are all entitled to and the responsibilities we should take for ourselves and for others.

**Summer 2:** Being My Best (including Mini Medics) : focuses on helping children to make choices that support their mental and physical health.

It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

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## Wider Curriculum

We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and Willow Tree values, and we focus on Growth Mindsets in all aspects of school life. PSHE, including SMSC and BV, is an integral part of the whole school curriculum, and is therefore often taught within another subject area.

Visitors such as emergency services, SafeNet, Yogi guru sessions and dog trust workshops complement our PSHE curriculum to offer additional learning.

We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all pupils to look for opportunities to show the Willow Tree Way and enhance their holistic being through community links and projects such as planting bulbs in the memorial village, Christmas carolling at Lancaster Royal Infirmary, supporting Lancaster animal care and local litter picking. Each class has their own charity link that throughout the year they fundraise for by holding events or sponsorships. The charities have been chosen collaboratively and give children a deeper understanding of local and global aid. By having such links children can become more aware of their place in the World, showing compassion and empathy whilst striving to support and create a better place for all.

Assemblies have strong links to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school. PSHE, BV and SMSC displays throughout school continually reinforce the PSHE curriculum enabling children to make links.

## Willow Lane PSHE Curriculum Overview- SCARF

### Early Years and Key Stage 1

	<b>Me and my Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Safe</b>	<b>Rights and Respect</b>	<b>Being my Best</b>	<b>Growing and Changing</b>
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe People who help to keep us safe (KidSafe 6 sessions) Staying safe walking to school	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
<b>Y1</b>	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	Water safety level 1 RNLI Road safety- Crossing the road 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
<b>Y2</b>	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 (KidSafe 6 sessions) Water Safety- Dangers of the Lune	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

Key Stage 2

	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
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 Staying safe online Water Safety Level 2 RNLI Road Safety – Bikes on the road	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 Kidsafe (Anger Management Workshop 1session)	Relationships Changing bodies and puberty Keeping safe Drugs and their risks Safe and unsafe secrets
Y4	Influences 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) Online safety (KidSafe 9 sessions)	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	Norms around use of legal drugs (tobacco, alcohol) Decision-making skills Water Safety- Emergency(RNLI) Road Safety- Trains Kidsafe (Peer Pressure -1 session)	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 Kidsafe (Positive Mental Health and Emotional Wellbeing -1 session)	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	Staying safe online Drugs: norms and risks (including the law) Water Safety- Cold Water Impact (RNLI) Kidsafe (DA and Impact on Children 1-session)	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

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## Impact

By the time our children leave our school they will:

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age-appropriate level
- have respect for themselves and others.
- have a positive self esteem



# Assessment in PSHE



## How we assess

Teachers use **formative assessment** as an opportunity to identify strengths in the unit and plan opportunities to further deepen and broaden children's learning. It is also an opportunity to identify children and areas that require further consolidation and plan future learning episodes accordingly.

**Pre and post unit assessment opportunities:** teachers to identify those who are working towards unit expectations, those who are meeting the expectations for the unit and those who are working at greater depth within the unit. They also support teachers in deciding which elements of the PSHE curriculum need the greatest focus and to decide how best to teach them (for example, through explicit PSHE lessons, class assemblies or through other subject disciplines).

Children not meeting the expectations for a unit, or where gaps are identified, will be given further opportunities to revisit the learning identified in each unit. This may be through a deliberate focus in class (for example, modelling and drawing attention to desired values/behaviours/routines) or through planned learning activities designed to enable learners to revisit, discuss and explore earlier knowledge or skills in a new context.

The **self assessments carried out by the children** and **'what I have learnt...'** statements support progression and understanding of units, along with supporting the subject lead in identifying strengths and areas for further development in the curriculum design and teaching and learning of PSHE across the school. The subject lead conducts regular monitoring and evaluation of the subject, primarily through pupil interviews and learning walks examining environment and culture across the school.

