

St James' C of E Primary School



SAINT JAMES'
Church of England School



The St James' LEARN curriculum.

L	Love Jesus	
E	Equality for Everyone	
A	Attend every day	
R	Reach for the stars	
N	Never give up	

*We are walking hand in hand with Jesus
fulfilling the potential God has given us.*

'For with God nothing is impossible'

Luke 1:37

PSHE Policy 2024

Luke 1:37 "For with GOD nothing shall be impossible"

Our LEARN Curriculum Key Principles:

Our **LEARN** curriculum ensures that our children are successful in learning and in life, no matter what their starting points and barriers to learning may be by:

- Promoting positive partnerships to support the families of our school who speak 15 different languages and who come from many varied faiths and none. So that ALL our pupils are settled in school and ready to **LEARN**.
- Providing nurture, emotional, financial, and spiritual support to our pupils and All stakeholders. So that families and children are fully supported and are in the best place they can be and ready to **LEARN**.
- By understanding our community and thus providing learning opportunities in environments which promote reading, oracy, and the constant development of vocabulary. So that our pupils are equipped with the skills they need to flourish in life and **LEARN**.
- By providing dedicated nurture spaces to offer emotional and practical support to meet the needs of ALL of our pupils thus allowing them to **LEARN**.
- A curriculum which will be inclusive, aspirational, and relevant and respectful to the culture and customs of our children and families. So that our children want to come to school, are engaged with their individual needs met, and experience a full and varied range of opportunities to enrich their lives and **LEARNING** experience.

Because we truly believe that '**For with God nothing is impossible**'

What is PSHE?

Introduction

From Early Years up to Year 6, the first topic that is completed is 'All About Me'. As the year progresses, each class will follow the same topic. The children will learn how to keep themselves safe, how they grow and change and aspects such as rights and responsibilities. Although the topics are same for each class, each term, as the children progress throughout school, the complexity of these topics increase.

CORAM SCARF is a scheme we use throughout school. SCARF's whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement. More than just a PSHE scheme of work, **SCARF** supports great learning every day. SCARF represents our values for children of Safety, Caring, Achievement, Resilience and Friendship.

Intent

At St James', our SCARF PSHE curriculum is designed to equip every child with the knowledge, skills, and attitudes they need to grow into healthy, independent, and responsible individuals. Through the themes of Safety, Caring, Achievement, Resilience, and Friendship, we aim to create a nurturing environment where all children can thrive socially, emotionally, and academically.

Our intent is to:

- Foster a deep understanding of personal well-being, mental health, and safety in a rapidly changing world.
- Promote resilience, self-esteem, and the skills necessary to build and maintain positive, respectful relationships.
- Encourage a culture of empathy, kindness, and inclusivity where differences are celebrated.
- Prepare pupils for the challenges and opportunities of adult life, helping them make informed decisions about their health, relationships, and careers.
- Embed British Values and nurture a strong sense of moral and social responsibility.
- Empower children to value themselves and others, ensuring they contribute positively to their communities and society.

Through an engaging, progressive, and inclusive SCARF curriculum, we are committed to ensuring that PSHE education underpins all aspects of school life and reflects the needs of our pupils and wider community.

Effective PSHE teaching will:

- develop children's understanding of emotions, relationships, and ways to stay safe and healthy, both physically and mentally.
- help children to build resilience and coping strategies for dealing with challenges and changes.
- support children to develop positive friendships and to manage conflicts respectfully and constructively.
- help children to recognise the importance of caring for themselves, others, and the wider community.
- teach children how to make informed decisions, stay safe online and offline, and seek help when needed.

Implementation

By the end of Year 6, children will have developed a strong foundation in emotional literacy, personal safety, healthy lifestyles, resilience, and positive relationships, preparing them for the next stage of their education and life beyond school.

Planning is informed by and aligned with the national curriculum. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. An important part of the PSHE curriculum is the ability to retain and re-use knowledge, vocabulary and skills in a progressive and developmental way throughout the journey through school. Retrieval practice takes place within each lesson.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters' as the supporting guidance, however the Early Learning Goals are the end point for our children in EYFS. Children within the EYFS are exposed to PSHE through the specific area of 'personal, social and emotional development'.

In EYFS, PSHE is taught through continuous provision and the whole class teaching of the SCARF curriculum.

Each topic has a well-planned, medium-term plan with National curriculum objectives recorded. Teachers annotate their MTPs and refer to them from lesson to lesson. Specific annotation will include personalised adaptations for all SEN, a plan for the TA and their role. Each topic has:

- a knowledge organiser signposting key knowledge and key vocabulary (where appropriate)
- learning objectives – written as 'I can...' statements to link into teacher/peer/self-evaluation
- detailed knowledge and skills written into each lesson to ensure coverage
- an end of unit task

Our lessons are based around 5 sections – please see below:

RETRIEVAL: review and activate knowledge/skills/vocab from previous lesson; previous series of lessons; previous linking of units, place learning in a wider context

HOOK: set the scene, provide the 'big picture', share learning objectives

EXPLICIT TEACHING & MODELLING: pupils receive new information; instruction/exposition (teaching) breaking down learning into small steps/modelling/scaffolding/sharing success criteria

INDEPENDENT PRACTICE & APPLY: pupils make sense of information, processing, understanding (learning)

PLENARY review information/learning

Depending upon each individual lesson, these will be implemented in a variety of orders.

Some features of our PSHE curriculum include:

- a focus on children's personal development through the core values of Safety, Caring, Achievement, Resilience, and Friendship;
- age-appropriate, progressive knowledge-building in health, relationships, wellbeing, and citizenship;
- a strong emphasis on emotional literacy, supporting children to recognise, understand, and manage their feelings;
- promotion of inclusion, diversity, and respect for others, with opportunities to celebrate difference and challenge stereotypes;
- story-based learning and interactive activities that encourage empathy, critical thinking, and discussion;
- integration of key vocabulary linked to emotions, health, and social issues to enhance communication and understanding;
- developing pupils' decision-making, problem-solving, and resilience skills through real-life scenarios and practical strategies;
- effective use of time with structured, engaging lessons that blend direct teaching with discussion, role-play, and reflection;
- support for teachers' professional development through high-quality SCARF resources, planning tools, and training materials.

Support for SEND

Weekly PSHE lessons are inclusive to pupils with special educational needs and disabilities. Within the weekly PSHE lesson, teachers have a responsibility to not only provide support for children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

Where appropriate, support and challenge can be given in a variety of ways specific to PSHE. It is the teachers' responsibility to tailor resources to the needs of their children.

We support children with prior access of knowledge organisers to find key facts to use in their work. We provide opportunities to teach key vocabulary from the knowledge organiser to support the children's understanding of PSHE vocabulary. To cater to the needs of all pupils, staff may provide differentiated support in lessons. This is annotated onto the teacher's medium-term plans. It is important to extract relevant information from the knowledge organisers to support the achievement of the specific learning objective.

A pupil's English ability should not be a barrier to their historical knowledge and understanding. Therefore, we feel that at times it is necessary for pupil to verbalise their responses, have their work scribed when appropriate.

Children who have been identified as having gaps or misconceptions in their learning, may be subject to additional intervention to bridge gaps.

Cognition and Learning	Communication and Interaction
• Every lesson begins with retrieval which supports links to prior learning. Vocabulary and knowledge from previous topics and year groups is revisited each lesson. • The teacher will explicitly model key tasks to children and understanding will be demonstrated in ways suitable to the child e.g. mind maps, diagrams, pictures. • Children will be given additional time to complete tasks where necessary. • Key learning points reviewed at appropriate times during and end of lesson. • Key words and/or phoneme mats on desks. • Diagrams and pictures to add meaning alongside text. • Alternative ways to demonstrate understanding e.g. diagrams, mind maps etc. • Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing.	• Rules of ‘correct’ ‘Speaking and listening’ are regularly displayed, taught and modelled. Pupils are aware of pre-arranged cues for active listening e.g. a 5 second hand signal/ Your turn to talk when you are holding Jigsaw Jo/Paws to pause. • For some children, delivery of information may be slowed down and repeated. • TA’s are used to effectively to explain and support pupils to ask and answer questions. This may be 1:1, in a small group or with the whole class. • Talk partners are used each lesson to practise speaking and listening with peers. • We adopt many oracy activities in this lesson and they are evidenced with ‘speak it’ strips in our books. • Support co-ordinated for times of stress e.g. circle time, connect us games. • Access to a quiet, distraction free work station if needed. • Talking buddies or similar used to encourage responses.
Social, Emotional and Mental Health (SEMH)	Physical and Sensory
• Take time to find pupil’s strengths and praise them. Ensure that the pupil has opportunities to succeed and maintain self-confidence. • Expectations of behaviour should be clear and consistently clear targets are modelled and explained. Expectations reviewed with the Jigsaw Charter. • Communicate in a calm, clear manner. • Lots of opportunities are provided for kinesthetic learning e.g. practical activities, creative learning. • Children are placed in mixed ability groups to provide positive role models. • Where necessary, brain breaks are built into lessons. • Give the pupil a classroom responsibility to raise self-esteem. • Have a range of simple, accessible activities that the pupil enjoys to use as ‘calming’ exercises.	• There is a clear organisation of the classroom to allow for free movement and access for all. • Consideration for lighting and seating arrangements. • Chairs and tables are of an appropriate height. • Oral presentations are used as an alternative to some written work. • Additional time is given where required to complete tasks.

Impact

The teaching of PSHE at St James’ will enable children to have a wider and deeper understanding of their emotional well-being and how to ensure they are safe through their relationships and in the community. Throughout effective teaching, SCARF focuses on building positive relationships with peers, understanding emotions, and communicating effectively. By fostering a positive and supportive learning environment, SCARF encourages pupils to strive for academic excellence and personal growth.

Assessment and Reporting

We assess children’s work in PSHE by making informal judgements as we observe them during each PSHE lesson.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching
- Using differentiated, open-ended questions that require children to explain and unpick their understanding
- Teacher/pupil conversations about their ideas and understanding; facilitating and listening to discussions
- Providing effective feedback to engage children with their learning and to provide opportunities for self-assessment
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes
- Analysing errors and picking up on misconceptions

At the end of the unit, teachers deliver an assessment task to give children the opportunity to share their knowledge from that topic. Assessment for SEND children is bespoke to each individual child's needs and therefore will differ from child to child.

Classroom Support

Teaching Assistants and helpers are used in PSHE to assist:

- In the classroom throughout the school by working with groups and individuals on task.
- In providing targeted and positive support to those pupils identified with difficulties.
- In providing other help, such as preparation of resources and display work.

Display

Teachers display the key vocabulary for their PSHE topic on their class working walls as part of their PSHE display. All classes have a 'Knowledge Organiser' displayed on the wall. Part of the working wall will include visual evidence of what the children will be learning – as part of ST James' school, our working walls are imperative for our children.

Monitoring

Monitoring of PSHE is completed by the subject lead half termly. This can be found in the LEARN curriculum monitoring file. Any feedback from monitoring is shared to staff through E mails and one to one discussions.