



St Thomas of Canterbury Catholic Primary School



PSHE Subject Statement

INTENT

We intend to provide a whole school PSHE curriculum that builds foundations of health and wellbeing, providing crucial skills and positive attitudes to enable children to achieve their best potential, academically and socially. We want our children to develop and deepen their personal, social, emotional development in ways that are tailored to their age group, whilst also expanding on their previous knowledge as they progress through the school. Our intention is for our children to learn about themselves as developing individuals and as members of their communities, building on their own experiences and experiences of others, and through our Christian virtues of faith, hope, charity, wisdom, self-control, justice and courage. The children are encouraged to be brave in their learning, and take risks knowing that God is with us, inspired by our school mission (Live, Love, Believe).

We want to provide a safe space for the children to learn PSHE, providing them with the ability to make safe and informed choices, taking responsibility for their actions, respecting and valuing difference and being the best that they can be. Children will learn to show acceptance of others regardless of their background, religion, race, gender or sexuality, and develop their understanding of others as we are 'All God's Children'. As they progress further up the school into upper KS2 we want to provide effective sex and relationship education, to enable the children to make responsible and well informed decisions about their lives, to help and support them through their physical, emotional and moral development. It is our aim to help our pupils to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

IMPLEMENTATION

At St Thomas of Canterbury Primary we follow the SCARF and PATHS PSHE programs, which provide a whole school approach from the Early Years Foundation Stage through to, and including, Year 6. SCARF, standing for Safety, Caring, Achievement, Resilience and Friendship is mapped to the PSHE Association programmes of study. It is centred on a values based, 'Growth Mindset' approach and is divided into six half termly units. The units are tailored to each year group under the following themes: σ Being my Best, σ Me and my Relationships, σ Keeping Myself Safe, σ Valuing Difference, σ Growing and Changing, σ Rights and Responsibilities. The units are taught through a spiral curriculum, being explored in greater depth and resources being tailored to each age group. Every teacher has access to SCARF online resources, which include lesson plans and additional resources for use/ amendment. PATHS maps onto the SCARF units, focussing a little deeper on personal regulation and relationships. The Catholic Diocese approved program, TEN:Ten is used across the school to teach relationship education in line with the teaching of the Bible. We embed our school values, promoted throughout the curriculum wherever possible. The British and cultural Values are also



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embedded throughout the curriculum where possible. The values play a key part within our collective worship, focuses each term. As well as using the SCARF, PATHs and TEN:Ten schemes, we also use collective worships to discuss matters such as 'random acts of kindness', anti-bullying, e-safety, wellbeing etc. Each class has the use of individual folders/books and class books, used to record any significant learning. These are used to collect the thoughts and ideas the children have explored through PSHE and other SMSC aspects that they explore through lessons and collective worship. Weekly class reflections are used to discuss and explore issues such as friendship, feelings etc.

IMPACT

A meaningful PSHE curriculum supports to children becoming happier, positive about school life as a whole, have a better understanding of rules and responsibilities, being enabled to handle setbacks and disagreements. PSHE is evidenced using individual folders/books and class books as well as planning and assessment through Balance. Children have a safe space in which to discuss their feelings, opinions and develop their emotional intelligence. Teachers use informal assessment tools to review how the children are progressing within each area of PSHE learning, including circle times, discussions, focus questions, independent tasks. Children recognise and understand the school values and the fundamental British values. Children demonstrate a healthy outlook towards school, and demonstrate positive behaviour because they understand that they have a responsibility for their own actions and how they affect others.

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