

Curriculum Statement



Intent

At Boyton School, we offer a safe, nurturing and supportive environment for children to learn and understand PSHE. We want children to be able to learn skills for life through our delivery of PSHE and to develop their own values, attitudes and beliefs. We want our children to develop personal attributes such as resilience and self-confidence for them to make a valuable contribution to society as they grow up. We want our children to have a wealth of knowledge about safety including the wider world and relationships.

Implementation

PSHE at Boyton is implemented through the SCARF (Safety, Caring, Achievement, Resilience, and Friendship) scheme of learning.

Scarf is organised into six half termly units:

- Me and My Relationships
- Valuing Difference
- Keeping Safe
- Rights and Respect
- Being my Best
- Growing and Changing

As well as our timetabled lessons, we value our school on its focus on children's personal, social, health and economic development.

PSHE is developed through:

- School Council meetings
- Reward points, money and our school shop
- Collective Worship
- Fundraising
- Community events
- Residential
- Themed weeks
- Visiting speakers
- Clubs
- Competitions

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective, supportive and a safe school environment.

At Boyton, rather than teaching all the protected characteristics in every year group, we ensure that our children are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum. Many of these are covered in our PSHE curriculum.

Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any 'reasonable adjustments' needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.

In EYFS, all areas of learning and development are important and inter-connected. These are stipulated in the 'Statutory framework for the early years foundation stage'.

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Impact

Through learning in our PSHE curriculum, children will demonstrate a safe, healthy and happy outlook towards school, themselves, their community and the wider world. We believe as the well-being of children improves, they become more confident, engaged, empathetic and aspirational. They have the capacity to become more resilient and reach their potential across the wider curriculum and beyond. Our RSE curriculum will also ensure children identify and build healthy positive relationships and, for KS2 will equip them to develop future healthy, positive and safe intimate relationships.