

NOTRE DAME PREP SCHOOL PSHE POLICY

NOTRE
DAME
SCHOOL



WE ARE ALL EDUCATORS.....
ACCOMPANYING YOUNG PEOPLE IN THEIR EFFORTS TO BUILD
THEIR LIVES FOR TODAY AND TOMORROW.’
Saint Jeanne de Lestonnac, our foundress.

This policy is applicable to all pupils, including those in the EYFS.

Aims

We firmly believe that a high-quality education in topics relating to pupils’ health, personal well-being and social skills enables children to grow into healthier, more independent members of society, who act responsibly towards themselves and others. Through this, pupils are encouraged to play a positive role in contributing to the life of the school and their wider community, strengthening their sense of self-worth in the process. We teach our pupils how society is organised and governed beyond Notre Dame Prep. We ensure that the children experience the process of democracy and appreciate what it means to be a positive member of a diverse and multi-cultural society.

At Notre Dame Prep, we believe that teaching personal, social, health and economic education (PSHE) is integral to providing a broad and balanced curriculum. PSHE is at the core of what we do and enables our children to become independent, responsible, healthy and confident members of the society, as well as developing the “whole child” intellectually, morally, socially and spiritually. With an ever-changing society and an increasing range of influences, we are able to provide our pupils with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to our school and wider community.

Intent

Our curriculum intends to develop the whole child through carefully planned and resourced lessons that foster pupils’ knowledge and skills necessary to grow personally and socially, to protect and enhance their wellbeing, to stay safe and healthy, build and maintain successful relationships and become active citizens, who are able to responsibly contribute to our diverse society.

Our PSHE programme of study – SCARF (Safety, Caring, Achievement, Resilience, Friendship) is fully in line with the learning outcomes and core themes of the PSHE Association scheme of work. It covers all the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. It also fulfils the requirements of the 2020 Statutory Relationship and Health Education which enables all pupils to build good, safe and healthy relationships now and in their future lives.

SCARF supports children's spiritual, moral, social, cultural and emotional development, fostering a sense of respect for themselves and others; it promotes health and wellbeing across our Prep School community within a robust PSHE framework. Pupils develop appreciation of others and their value in society, as well as build positive views of themselves, so as to develop their self-worth, a strong sense of identity and become confident citizens by playing a positive role in contributing to school life and the wider community.

Within this context, our PSHE programme contributes significantly to British Values in their broadest sense both explicitly and implicitly. The focus across the three themes of Health and Wellbeing, Relationships and Living in the Wider World help to foster and develop in children a responsibility for their own actions; respect for the actions and beliefs of others; an understanding of how each individual is protected by the rule of law; and how everyone can make a positive contribution to society through the democratic process. Individual lessons relate directly to the British Values themes of:

- Democracy
- The rule of law
- Individual liberty and
- Mutual respect and tolerance of those with different faiths and beliefs

We have also chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. All the topics support social, moral, spiritual and cultural development and provide all pupils with appropriate and essential safeguarding knowledge to enable them to know they can ask for help.

Implementation

At Notre Dame Prep, we have a clear and comprehensive programme of study for PSHE – SCARF. This is a high-quality, inspiring curriculum with excellent enrichment experiences to enable pupils to develop essential life skills. It is designed to be taught in thematic units with a spiral approach, ensuring themes can be revisited and pupils can recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of their education.

The SCARF programme divides the year into 6 themed units:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships.
2. **Valuing Difference:** a focus on respectful relationships and British values.
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities:** learning about money, living in the wider world and the environment.
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal setting and achievement.
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes. All lessons include supporting materials, including building a rich bank of vocabulary. PSHE lessons are taught by class teachers twice a week in their timetabled PSHE lessons, throughout the academic year, using a range of interactive teaching methods, including activity sheets, films, songs, online games and drama techniques. We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are.

Notre Dame Prep acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different

families are acknowledged through our teaching and the use of resources that promote diversity and inclusion.

SCARF Progress

For each of the six units, we carry out a specially designed pre and post unit assessment activities. Conducted twice, first at the beginning of the unit to determine where the children are at and then again at the end of the unit, enabling class teachers and the subject leads to monitor progress, record key points and identify areas for further development. This allows both adults and pupils to see what progress has been made over the course of each half- termly unit of lesson plans.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. Pupils can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year. The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject leads. The work of the subject leads also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

SCARF Success

At the end of a unit, we consider and assess a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Teaching & Learning Environment

To ensure that our pupils feel comfortable about learning a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy. Further support is provided to children experiencing difficulties on a one-to-one basis, via our ELSA Lead and our team of Prep Wellbeing mentors. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

Our PSHE Subject leads, Miss Harris and Mrs Tait, work in conjunction with teaching staff in each year group to ensure that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

The PSHE Subject Leads give the Senior Leadership team an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE Subject Leads have specially allocated planning and management time, enabling them to review evidence of the children's work and monitor any assessments made.

Curriculum Overview**

Notre Dame Prep School PSHE Curriculum Overview						
Year & Half-termly Units	1 Me & My Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights & Respect	5 Being My Best	6 Growing & Changing
Nursery	<ul style="list-style-type: none"> - Marvellous me! I'm special - People who are special to me 	<ul style="list-style-type: none"> - Me & my friends - Friends & family - Including everyone 	<ul style="list-style-type: none"> - People who help me & keep me safe - Safety Indoors & Outdoors - What's safe to go into my body 	<ul style="list-style-type: none"> - Looking after myself - Looking after others - Looking after my environment 	<ul style="list-style-type: none"> - What does my body need? - I can keep trying - I can do it! 	<ul style="list-style-type: none"> - Growing and changing in nature - When I was a baby - Girls, boys & families
EYFS	<ul style="list-style-type: none"> - What makes me special - People close to me - Getting help 	<ul style="list-style-type: none"> - Similarities & difference - Celebrating difference - Showing kindness 	<ul style="list-style-type: none"> - Keeping my body safe - Safe secrets & touches - People who help to keep us safe 	<ul style="list-style-type: none"> - Looking after things: friends, environment, money 	<ul style="list-style-type: none"> - Keeping by body healthy – food, exercise, sleep - Growth Mindset 	<ul style="list-style-type: none"> - Cycles - Life stages - Girls and boys – similarities and difference
Y1	<ul style="list-style-type: none"> - Feelings - Getting help - Classroom rules - Special people - Being a good friend 	<ul style="list-style-type: none"> - Recognising, valuing & celebrating difference - Developing respect & accepting others - Bullying and getting help 	<ul style="list-style-type: none"> - How our feelings can keep us safe – including online safety - Safe and unsafe touches - Medicine Safety Help 	<ul style="list-style-type: none"> - Taking care of things: - Myself - My money - My environment 	<ul style="list-style-type: none"> - Growth Mindset - Healthy eating - Hygiene & health - Cooperation 	<ul style="list-style-type: none"> - Getting help - Becoming independent - My body parts - Taking care of self & others
Y2	<ul style="list-style-type: none"> - Bullying and teasing - Our school rules about bullying - Being a good friend - Feelings/self-regulation 	<ul style="list-style-type: none"> - Being kind & helping others - Celebrating difference - People who help us - Listening Skills 	<ul style="list-style-type: none"> - Safe & unsafe secrets - Appropriate touch - Medicine safety 	<ul style="list-style-type: none"> - Cooperation - Self-regulation - Online safety - Looking after money – saving & spending 	<ul style="list-style-type: none"> - Growth Mindset - Looking after my body - Hygiene and health - Exercise and sleep 	<ul style="list-style-type: none"> - Life cycles - Dealing with loss - Being supportive - Growing and changing - Privacy
Y3	<ul style="list-style-type: none"> - Rules & their purpose - Cooperation - Friendship (including respectful relationships) - Coping with loss 	<ul style="list-style-type: none"> - Recognising & respecting diversity - Being respectful and tolerant - My community 	<ul style="list-style-type: none"> - Managing risk - Decision-making skills - Drugs and their risks - Staying safe online 	<ul style="list-style-type: none"> - Skills we need to develop as we grow up - Helping and being helped - Looking after the environment - Managing money 	<ul style="list-style-type: none"> - Keeping myself healthy & well - Celebrating & developing my skills - Developing empathy 	<ul style="list-style-type: none"> - Relationships - Changing bodies & puberty - Keeping safe - Safe and unsafe secrets
Y4	<ul style="list-style-type: none"> - Healthy relationships - Listening to feelings - Bullying - Assertive skills 	<ul style="list-style-type: none"> - Recognising & celebrating difference (including religions & cultural difference) - Understanding & challenging stereotypes 	<ul style="list-style-type: none"> - Managing risk - Understanding the norms of drug use (cigarette and alcohol use) - Influences - Online safety 	<ul style="list-style-type: none"> - Making a difference (different ways of helping others or the environment) - Media influence - Decisions about spending money 	<ul style="list-style-type: none"> - Having choices & making decisions about my health - Taking care of my environment - My skills and interests 	<ul style="list-style-type: none"> - Body changes during puberty - Managing difficult feelings - Relationships including marriage
Y5	<ul style="list-style-type: none"> - Feelings - Friendship skills, including compromise - Assertive skills - Cooperation - Recognising emotional needs 	<ul style="list-style-type: none"> - Recognising & celebrating difference, including religions and cultural - Influence & pressure of social media 	<ul style="list-style-type: none"> - Managing risk, including online safety - Norms around use of legal drugs (tobacco, alcohol) - Decision-making skills 	<ul style="list-style-type: none"> - Rights, respect & duties relating to my health - Making a difference - Decisions about lending, borrowing & spending 	<ul style="list-style-type: none"> - Growing independence & taking ownership - Keeping myself healthy - Media awareness and safety - My community 	<ul style="list-style-type: none"> - Managing difficult feelings - Managing change - How my feelings help keeping safe - Getting help
Y6	<ul style="list-style-type: none"> - Assertiveness - Cooperation - Safe/unsafe touches - Positive relationships 	<ul style="list-style-type: none"> - Recognising & celebrating difference - Recognising & reflecting on prejudice-based bullying - Understanding - Bystander behaviour - Gender stereotyping 	<ul style="list-style-type: none"> - Understanding emotional needs - Staying safe online - Drugs: norms & risks (including the law) 	<ul style="list-style-type: none"> - Understanding media bias, including social media - Caring: communities & the environment - Earning & saving money - Understanding democracy 	<ul style="list-style-type: none"> - Aspirations & goal setting - Managing risk - Looking after my mental health 	<ul style="list-style-type: none"> - Coping with changes - Keeping safe - Body Image - Sex education - Self-esteem

****Supplementary Curriculum Information**

For a copy of this long term PSHE curriculum map or for supplementary curriculum information, including a document that maps lesson plans for Nursery-to Year 6 to the DFE Statutory requirements, please contact the PSHE Subject leads who will be able to provide you with this.

Nursery and Early Years Foundation Stage

In the Nursery and Early Years Foundation Stage, PSHE education is about making connections; it is strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

Impact

The SCARF programme of study provides our school with an effective framework for pupils' wellbeing. Pupils are enabled to develop the vocabulary, confidence and resilience to clearly articulate their thoughts and feelings within an environment that encourage openness, trust and respect and know when and how they can seek the support of others. They apply their understanding of society to their everyday interactions, from the classroom and the school to the wider community they are part of. SCARF actively supports our school which prioritises physical and mental health, providing pupils with the skills to evaluate their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them.

Our PSHE provision has a positive impact on the whole child, including their attainment and progress, by mitigating any social and emotional barriers to learning and build on their self-esteem. In our school we use SCARF as a tool to promote wellbeing, safeguarding and SMSC outcomes. We believe that through the effective delivery of our PSHE curriculum we enable pupils to develop the knowledge, skills and attributes they need to succeed at school and in the wider world, to develop appreciation of others and their value in society, as well as build positive views of themselves, so as to develop their self-worth, a strong sense of identity and become confident citizens by playing a positive role in contributing to school life and the wider community.

Dissemination of this Policy

This policy has been made accessible to parents, teachers and other school staff, including governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office. Should further information about PSHE education at Notre Dame Prep School be required, please contact the PSHE subject leads.

Policy reviewed by: C Harris and AM Tait

Review date: January 5, 2024

Next review date: January 5, 2025