

PSHE at Worth Valley Primary School



Why we teach PSHE at Worth Valley Primary School

At Worth Valley Primary School, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. It is an embedded part of our broad and balanced curriculum. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

Pupils' spiritual, moral, social and cultural (SMSC) development is fully at the heart of our school ethos. British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain. Relationship and Sex Education (SRE) enables our children to understand the importance of marriage and committed relationships for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual activity.

Primary School children in modern society are exposed to many aspects of adult life and image. They begin to make their own sense of these from an early age. Parents and teachers share responsibility to help them in this and work together to ensure children build an accurate foundation of knowledge, skills and attitudes which will enable further concepts to be added to as the children grow and develop. Children have an entitlement to personal, social, health, relationship and sex education and this should be delivered within the context of caring relationships and a moral framework.

Our values

One team	Respect	Trust	High expectations	Community
PSHE encourages collaboration and teamwork through discussions, role-playing, and group activities, ensuring that every child feels valued and included. Pupils learn to support one another, celebrate differences, and work together towards shared goals.	Through the SCARF curriculum, children learn about the protected characteristics and the importance of treating everyone with kindness, fairness, and understanding. Lessons promote active listening, empathy, and appreciation of different perspectives.	PSHE lessons provide a safe space where pupils can express themselves openly, knowing that their thoughts and feelings are respected. They learn about honesty, responsibility, and the importance of building and maintaining trustworthy relationships.	Our PSHE curriculum challenges pupils to strive for personal growth, resilience, and positive decision-making. They are encouraged to take responsibility for their actions, develop confidence, and set high standards for their behavior and well-being.	PSHE fosters a strong sense of belonging by teaching pupils about their roles within the school, local, and global communities. Children engage in discussions about kindness, citizenship, and making a positive impact, helping them understand their responsibilities to others.

Key Concepts

Relationships	Belonging	Equality	Safety
PSHE teaches children how to build healthy, positive relationships with peers, family, and the wider community. Through the SCARF curriculum, pupils develop communication skills, empathy, and an understanding of how to manage friendships and conflicts respectfully	Lessons promote inclusivity and help children recognise the importance of feeling valued and accepted. By learning about diversity and protected characteristics, pupils understand that everyone has a place in the school and wider society, fostering a strong sense of community.	PSHE ensures that pupils understand fairness, respect, and the importance of challenging discrimination. Through discussions and activities, children learn about the protected characteristics and the need to treat everyone with dignity, regardless of differences.	The curriculum empowers children with the knowledge and skills to keep themselves and others safe, both online and offline. Pupils learn about personal boundaries, trusted adults, and how to make informed decisions to protect their well-being.

The 9 characteristics

At Worth Valley Primary School, the protected characteristics are embedded within our PSHE curriculum using the SCARF scheme of work. These characteristics—such as age, disability, and race—are explicitly taught through lessons and discussions, helping children develop respect, empathy, and inclusion. By referring to the displayed characteristics in every classroom, pupils are encouraged to understand diversity, challenge discrimination, and foster positive relationships, ensuring they grow into responsible and respectful individuals.



SCARF

Curriculum Delivery

At Worth Valley Primary School, PSHE is delivered through weekly timetabled lessons using the SCARF scheme of work, ensuring a structured and progressive approach to personal, social, and health education. These lessons are taught by class teachers and provide opportunities for pupils to develop key life skills. SCARF also allows for reactive teaching, enabling staff to address emerging issues through one-off sessions as needed. To further enrich learning, we invite SCARF into school to deliver Life Caravan sessions, giving children engaging, interactive experiences that reinforce important PSHE concepts in a memorable way.

Curriculum Coverage

At Worth Valley Primary School, our PSHE curriculum follows the SCARF scheme of work, ensuring all children access age-appropriate lessons that build progressively from EYFS to Year 6. The curriculum is designed to develop key life skills, covering relationships, health, well-being, and safety in increasing depth as pupils move through the school. Each year builds on prior learning, preparing children with the knowledge, understanding, and confidence needed for their transition to KS3. Through this structured approach, we ensure that every child receives a comprehensive PSHE education that supports their personal development and future well-being.

Long Term Plan

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	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	How our feelings can keep us safe – including online safety Safe and unsafe touches 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
Y2	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 Medicine safety	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
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 Decision-making skills Drugs and their risks Staying safe online	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	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	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) Influences Online safety	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	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	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	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	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	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

PSHE Curriculum Map

Year group	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (6 weeks)
	Autumn 1 (7 weeks) Jeans for Genes Day – 20/9 World's biggest coffee morning – 27/9 World Mental health day – 10/10 1/10– 31/10– Black History month	Autumn 2 (7 weeks) Remembrance Day – 11/11 Odd Socks Day – 12/11 Anti-Bullying Week 11-15/11 Children In Need – 15/11 Road Safety Week 17-23/11 Human Rights Day 10/12	Spring 1 (6 weeks) World Religion Day 21/1 LGBT Month 01/02 Time to talk Day 06/02 Children's Mental Health Week 03-09/02 Safer Internet Day 11/02 World Book Day 06/03 National Child Exploitation Awareness Day 18/03 World Down Syndrome Day & World Poetry Day 21/03 World Autism Awareness Day 02/04	Spring 2 (6 weeks) Earth Day 22/04 St George's Day 23/04 Bike to school Day 16/05 Aspirations Day 22/05 Walk to school week 20 - 25/05	Summer 1 (5 weeks) School Road Safety Awareness Bikability Practical First Aid training Drugs and alcohol	Summer 2 (6 weeks) Water safety Fire Safety Canal safety Railway safety
	Whole school awareness events Growing and changing RSE education E-safety lessons Consent Reactive – use the bank of additional resources on SCARF or the POL-ED to resource reactive teaching when matters arise.					
Nursery	Me and my relationships Week 1 and 2: I can talk about me. Marvellous me! Week 3 and 4: I know what makes me special. I'm special Week 5 and 6: I can talk about my special people and listen to my friends talk about their special people. People who are special to me Week 7 and 8: I can care for my environment. N4.3 Looking after my environment	Valuing differences Week 1 and 2: I can share ways in which I am similar or different to my friends. Me and my friends Week 3 and 4: I understand how families can be similar and different Friends and family Week 5 and 6: I understand why it is important to include everyone and be a good friend. Including everyone	Keeping safe Week 1 and 2: I can identify people who keep me safe. People who help to keep me safe (including listening to my feelings) Week 3 and 4: I can keep myself safe indoors and outdoors. Safety Indoors and Outdoors Week 5 and 6: I know what is safe to go in my body. What's safe to go into my body	Rights and respect Week 1 and 2: I know what can contribute to good health. Looking after myself Week 3 and 4: I can talk about how to look after my special people. Looking after others Week 5: I can learn how to take care of my home, my learning environment and the natural environment Looking after my environment	Being my best Week 1 and 2: I can identify what my body needs. What does my body need? Week 3 and 4: I can keep trying when I want to achieve something. I can keep trying Week 5 and 6: I can share something I am good at. I can do it!	Growing and changing Week 1 and 2: I can learn about how plants and animals change and grow. Growing and changing in nature Week 3 and 4: I can discuss how I have changed since I was a baby. When I was a baby Week 5 and 6: I can share my ideas about differences between boys and girls. I can name the main parts of the body including external genitalia – vulva, vagina, penis, testicles. Girls, boys and families
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Reception	Me and my relationships	Valuing differences	Keeping safe	Rights and respect	Being my best	Growing and changing
	I can talk about me. <u>All about me</u> I understand that I like different things and this makes me special. <u>What makes me special</u> I know that there are different types of families and we have different people who are special to us, both inside and outside our family. <u>Me and my special people</u> I know who can help me. <u>Who can help me?</u> I can talk about different feelings. <u>My feelings</u> I know what to do if I am feeling sad. <u>My feelings (2)</u>	I know what makes me special. <u>I'm special, you're special</u> I know what is the same and what is different about us. <u>Same and different</u> I know about different types of families. <u>Same and different families</u> I understand that there are different types of homes. <u>Same and different homes</u> I understand the value of friendship. <u>I am caring</u> I know how to be a good friend. <u>I am a friend</u>	I understand what is safe to go in my body. <u>What's safe to go onto my body</u> I know how to keep my body safe and well. <u>Keeping Myself Safe - What's safe to go into my body (including medicines)</u> I know how to keep safe indoors and outdoors. <u>Safe indoors and outdoors</u> I know the difference between safe and unsafe touch. <u>Listening to my feelings</u> I know how to keep safe online. <u>Keeping safe online</u> I can identify people who help to keep me safe. <u>People who help to keep me safe</u>	I can look after the feelings of my special people. <u>Looking after my special people</u> I can look after my friends. <u>Looking after my friends</u> I can care for our environment. <u>Being helpful at home and caring for our classroom</u> I can care for our world. <u>Caring for our world</u> I can begin to understand how we use money. <u>Looking after money (1): recognising, spending, using</u> I can begin to understand how we can keep money safe. <u>Looking after money (2): saving money and keeping it safe</u>	I can recognise a range of emotions to different experiences. <u>Bouncing back when things go wrong</u> I can develop resilience to meet a goal. <u>Yes, I can!</u> I can recognise which foods we need to eat more and less of to be healthy. <u>Healthy eating</u> I recognise the importance of a healthy diet. <u>Healthy eating</u> I recognise that exercise is part of a healthy lifestyle. <u>Move your body</u> I understand the importance of a healthy sleep routine. <u>A good night's sleep</u>	I understand the cycle of change throughout the seasons. <u>Seasons</u> I know about the life cycles of living things. <u>Life stages - plants, animals, humans</u> I know about the life cycle of humans. <u>Life Stages: Human life stage - who will I be?</u> I understand where babies come from. <u>Where do babies come from?</u> I can talk about changes that have happened to me. <u>Getting bigger</u> I understand that parts of my body are private. I can name the main parts of the body including external genitalia including vulva, vagina, penis, testicles. <u>Me and my body - girls and boys</u>
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Year 1	Me and my relationships	Valuing differences	Keeping safe	Rights and respect	Being my best	Growing and changing
	I understand that classroom rules help everyone to learn and be safe. <u>Why we have classroom rules</u> I can demonstrate attentive listening skills. <u>How are you listening?</u> I can recognise how others might be feeling by reading body language/facial expressions. <u>Thinking about feelings</u> I can identify a range of feelings. <u>Our feelings</u> I can recognise that people's bodies and feelings can be hurt. <u>Feelings and bodies</u> I can identify simple qualities for friendship and suggest simple strategies for making up. <u>Good friends</u>	I can identify similarities and differences between people. I can begin to appreciate the positive aspects of differences. <u>Same or different?</u> I can explain the difference between unkindness, teasing and bullying. <u>Unkind, tease or bully?</u> I know our school rules and how they keep us safe. <u>Harold's school rules</u> I can recognise and explain what is fair/unfair and kind/unkind. <u>It's not fair!</u> I can express how I feel about special people. <u>Who are our special people?</u> I know how it feels to belong to a family and care about the people who are important to me. <u>Our special people balloons</u>	I identify simple bedtime routines that promote healthy sleep. <u>Super sleep</u> I can recognise emotions and feelings associated with being unsafe. <u>Who can help (1)?</u> I can explain the difference between appropriate and inappropriate touch. <u>Good or bad touch</u> I understand the importance of permission-seeking and these principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <u>I know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</u> <u>Sharing pictures</u> I understand that medicines can sometimes make people feel better when they're ill and explain simple issues of safety and responsibility about medicines and their use. <u>What could Harold do?</u> I can recognise the range of feelings that are associated with loss. <u>Harold loses Geoffrey</u>	I can recognise how a person's behaviour can affect other people. <u>Harold has a bad day</u> I can identify what I like about the school environment. <u>Around and about the school</u> I can demonstrate responsibility in looking after something. <u>Taking care of something</u> I can explain where people get their money from and list some of the things that people spend their money on in the family home. <u>Harold's money</u> I can explain the importance of keeping money safe. <u>How should we look after our money?</u> <u>BASIC FIRST AID</u>	I recognise the importance of fruit and vegetables in my daily diet. <u>I can eat a rainbow</u> I can recognise which foods we need to eat more and less of to be healthy. <u>Eat well</u> I can recognise the importance of regular hygiene routines. <u>Harold's wash up and brush up</u> I understand how diseases can spread. <u>Catch it, Bin it, Kill it!</u> I enjoy learning new things. <u>Harold learns to ride his bike</u> I give and receive positive feedback and experience how this makes me feel. <u>Pass on the praise</u>	I can recognise that exercise and sleep are important parts of a healthy lifestyle. <u>Healthy me</u> I know ways that I have changed since I was a baby. <u>Then and now</u> I can understand some of the tasks required to look after a baby. <u>Taking care of a baby</u> I respect my body and understand which parts are private. <u>Keeping privates private.</u> I can explain the difference between teasing and bullying. <u>Who can help 2</u> I can explain the difference between a secret and a nice surprise. <u>Surprises and secrets</u>
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Year 2	Me and my relationships	Valuing differences	Keeping safe	Rights and respect	Being my best	Growing and changing
	I can suggest actions that will contribute positively to the life of the classroom. I can take part in creating and agreeing classroom rules. <u>Our ideal classroom (1&2)</u> I use a range of words to describe feelings. <u>How are you feeling today?</u> I can recognise, name and understand how to deal with feelings of anger and loneliness. <u>Let's all be happy!</u> I can recognize that friendship is a special type of relationship. <u>Being a good friend</u> I can identify the difference between bullying and isolated unkind behaviour. <u>Types of bullying</u> I can understand and describe strategies for dealing with bullying. <u>Don't do that!</u> I can define what is meant by 'bullying' and 'teasing' showing an understanding of the difference between the two. <u>Bullying or teasing?</u>	I can identify some of the physical and non-physical differences and similarities between people. <u>What makes us who we are?</u> I can identify people that are special to me. <u>My special people</u> I can recognise and explain how a person's behaviour can affect other people. <u>How do we make others feel?</u> I can explain how it feels to be part of a group and how it feels to be left out of a group. <u>When someone is feeling left out</u> I can recognise and describe acts of kindness and unkindness. <u>An act of kindness</u> I can demonstrate active listening techniques. <u>Solve the problem</u>	I understand that medicines can sometimes make people feel better when they are ill. <u>Harold's picnic</u> I can identify situations in which I would feel safe or unsafe. <u>How safe would you feel?</u> I can identify situations in which I would need to say 'Yes', 'No' 'I'll ask' or 'I'll tell' to keep me safe. <u>What should Harold say?</u> I can recognize that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. <u>I don't like that</u> I can recognize that some touches are not fun and can hurt or be upsetting. <u>Fun or not?</u> I can identify safe secrets and unsafe secrets. <u>Should I tell?</u>	I can describe and record strategies for getting on with others in the classroom. <u>Getting on with others</u> I can explain, and be able to use strategies for dealing with impulsive behaviour. <u>When I feel like erupting</u> I can identify special people in school and the community that can help to keep me safe. <u>Feeling safe</u> I know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <u>Playing games</u> I understand that people have choices about what they do with their money. <u>Harold saves for something special</u> I recognise that money can be spent on items which are essential and non-essential. <u>Harold goes camping</u> I can identify what I like about my school environment. <u>How can we look after our environment?</u>	I can talk about things I can do now. <u>You can do it!</u> I know that some choices can be healthy and some choices can be unhealthy. <u>My day</u> I can explain how germs can be spread. <u>Harold's postcard - helping us to keep clean and healthy</u> I can explain the importance of good dental hygiene. <u>Harold's bathroom</u> I can describe how food, water and air get into my body and blood. <u>What does my body do?</u> I understand that the body gets energy from food, water and oxygen. <u>My body needs.....</u> <u>Basic first aid</u>	I can demonstrate simple ways of giving positive feedback to others. <u>A helping hand</u> I can express how I feel about change and loss. <u>Sam moves away</u> I can identify different stages of growth. <u>Haven't you grown!</u> I can identify which parts of the human body are private. <u>My body, your body</u> I can explain what privacy means. <u>Respecting privacy</u> I can identify how inappropriate touch can make someone feel. <u>Some secrets should never be kept</u>
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Year 3	Me and my relationships	Valuing differences	Keeping safe	Rights and respect	Being my best	Growing and changing
	I can explain why we have rules. <u>As a rule</u> I can identify people who I have a special relationship with and identify strategies for maintaining Me and my Me and my relationships. <u>Looking after our special people</u> I can rehearse and demonstrate different strategies for solving conflict situations. <u>How can we solve this problem?</u> I can define and demonstrate cooperation and collaboration. <u>Tangram team challenge</u> I can identify qualities of friendships and suggest reasons why friends sometimes fall out. <u>Friends are special</u> I can express opinions and listen to those of others. <u>Thunks</u> I understand what a dare is and can suggest strategies to use if I am ever made to feel uncomfortable or unsafe by asking someone to do a dare. <u>Dan's dare</u> I can express how I feel about someone special and how I would cope with loss. <u>My special pet</u>	I can reflect on listening skills. <u>Respect and challenge</u> I can recognise that there are many different types of family. <u>Family and friends</u> I can define the term 'community' and identify communities that I belong to. <u>My community</u> I can explain that people living in the UK have different origins. <u>Our friends and neighbours</u> I can recognise the factors that make people similar and different from each other. <u>Let's celebrate our differences</u> I can understand and explain some of the reasons why people are bullied. <u>Zeb</u>	I can identify situations which are safe or unsafe. <u>Safe or unsafe?</u> I can define the terms 'danger' and 'risk' and explain the difference between the two. <u>Danger or risk?</u> 1. I can identify risk factors in given situations. <u>The Risk Robot</u> 1. I can recognise the potential risks involved with browsing online. <u>Super Searcher</u> I understand that medicines are drugs and suggest ways they can be helpful or harmful. <u>Help or harm</u> I can identify some key risks from and effects of cigarettes and alcohol. I can define the word 'drug' and understand that nicotine and alcohol are both drugs <u>Alcohol and cigarettes: the facts</u>	I can identify key people who help me to keep safe. <u>Helping each other to stay safe</u> I can understand the difference between 'fact' and 'opinion'. <u>Recount task</u> I can identify people who are volunteers in our school community. <u>Our helpful volunteers</u> I understand the terms 'income', 'saving' and 'spending'. <u>Can Harold afford it?</u> I understand that people earn income through their jobs. <u>Earning money</u> I can define what is meant by 'environment' and explain different methods of looking after the school environment. <u>Harold's environment project</u>	I can explain what is meant by the term 'balanced diet'. <u>Derek cooks dinner! (healthy eating)</u> I can explain how some infectious illnesses are spread from one person to another. <u>Poorly Harold</u> I can describe how food, water and air get into the body and blood. <u>Body team work</u> I can show an understanding of health and wellbeing issues that are relevant to me. <u>For or against?</u> I can identify my achievements and areas of development. <u>I am fantastic!</u> I can explain some of the different talents and skills that people have and how these can be developed. <u>Top talents</u>	I can identify different types of Me and my relationships. <u>Relationship Tree</u> 1. I understand what is meant by the term personal space. <u>Body space</u> 2. I can recognise appropriate behaviour online as well as offline. <u>None of your business!</u> 1. I can define the terms 'secret' and 'surprise' and know the difference between a safe and unsafe secret. <u>Secret or surprise?</u> I can recognise that babies come from the joining of an egg and sperm; I can explain what happens when an egg doesn't meet a sperm <u>My changing body</u> I can understand that for girls, periods are a normal part of puberty. <u>My changing body</u> <u>Basic first Aid</u>
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Year 4	Me and my relationships	Valuing differences	Keeping safe	Rights and respect	Being my best	Growing and changing
	I can demonstrate strategies for working on a collaborative task. <u>Human machines</u> I can explain what we mean by a 'positive, healthy relationship'. <u>OK or not OK? (part 1)</u> I recognise that there might be times I need to say 'no' to a friend. <u>OK or not OK? (part 2)</u> I can describe 'good' and 'not so good' feelings and how feelings can affect our physical state. <u>An email from Harold!</u> 1. I can identify a wide range of feelings and recognise that different people can have different feelings in the same situation. <u>Different feelings</u> 2. I can demonstrate a range of feelings through facial expressions and body language. <u>When feelings change</u> 1. I can give examples of strategies to respond to people being bullied, including what people can do or say. <u>Under pressure</u>	Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise <u>Can you sort it?</u> I can recognise the potential consequences of aggressive behaviour. <u>What would I do?</u> 2. I can list some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals). <u>The people we share our world with</u> I can understand and identify stereotypes, including those promoted in the media. <u>That is such a stereotype!</u> I recognise that I have different types of Me and my relationships with people I know. <u>Friend or acquaintance?</u> 1. I understand that I have the right to protect my personal space. <u>Islands</u>	I can define the terms 'danger', 'risk' and 'hazard' and explain the difference between them. <u>Danger, risk or hazard?</u> I understand that medicines are drugs and explain safety issues for medicine use. <u>Medicine: check the label</u> I can define the terms 'income' and 'expenditure'. <u>Harold's expenses</u> I can define what is meant by the word 'dare' and identify from given scenarios which are dares and which are not. <u>How dare you!</u> I can describe strategies for identifying and managing risk. <u>Keeping ourselves safe</u> I understand that we can be influenced both positively and negatively. <u>Raisin challenge</u> I can identify images that are safe/unsafe to share online. <u>Picture wise</u> I understand that medicines are drugs; I can explain safety issues for medicine use: <u>Medicines: check the label</u>	I can identify the people who help me to stay healthy and safe. <u>Who helps us stay healthy and safe?</u> I understand that humans have rights and responsibilities. <u>It's your right</u> I can understand the reason we have rules. <u>How do we make a difference?</u> I can define the word 'influence' and recognise that reports in the media can influence the way I think about a topic. <u>In the news!</u> I can explain the role of the bystander and how it can influence bullying and other anti-social behaviour. <u>Safety in numbers</u> 1. I can explain what the terms 'income tax', 'National Insurance' and 'VAT' mean. <u>Why pay taxes?</u>	I can identify ways in which everyone is unique. <u>What makes me ME?</u> I can give examples of choices I make for myself and choices others make for me. <u>Making choices</u> 1. I understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. <u>SCARF hotel</u> I can understand the ways in which I can contribute to the care of the environment. <u>Harold's Seven Rs</u> I can define what is meant by the term 'community' and suggest ways in which different people support the school community. <u>My school community</u> <u>BASIC FIRST AID</u> I can define what a volunteer is and suggest some of the ways people volunteer. <u>Volunteering is cool</u>	I can describe some of the changes that happen to people during their lives. <u>Moving house</u> I understand how the onset of puberty can have emotional as well as physical impact. <u>My feelings are all over the place!</u> I can identify parts of the body that males and females have in common and those that are different; I know the correct terminology for their genitalia: <u>All change!</u> I know the key facts of the menstrual cycle; I understand that periods are a normal part of puberty for girls: <u>Preparing for changes at puberty</u> I can define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. <u>Secret or surprise?</u> I can recognise that marriage is a commitment to be entered into freely and not against someone's will. <u>Together</u>
BRITISH VALUES DEMOCRACY INDIVIDUAL LIBERTY RULE OF LAW MUTUAL RESPECT TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS	Individual liberty Democracy Rule of law Mutual respect	Tolerance of those of different faiths and beliefs Rule of law Mutual respect Individual liberty	Individual liberty Rule of law Mutual respect	Individual liberty Rule of law Mutual respect	Individual liberty Rule of law Mutual respect	Individual liberty Rule of law Mutual respect

Year 5	Me and my relationships	Valuing differences	Keeping safe	Rights and respect	Being my best	Growing and changing
	I can explain what collaboration means. <u>Collaboration Challenge!</u> I can explain what is meant by the <u>terms</u> negotiation and compromise. <u>Give and take</u> <u>I can understand that online communication can be misinterpreted</u> <u>Communication</u> I can demonstrate how to respond to a wide range of feelings in others; <u>How good a friend are you?</u> <u>I can identify what things can make a relationship unhealthy.</u> <u>Relationship cake recipe</u> I can recognise basic emotional needs, understand that they change according to circumstance <u>Our emotional needs</u> I can identify characteristics of passive, aggressive and assertive behaviours <u>Being assertive</u>	I can define some key qualities of friendship. <u>Qualities of friendship</u> I can rehearse active listening skills. <u>Kind conversations</u> I can develop an understanding of discrimination and its injustice. <u>Happy being me</u> I understand that the information we see online, either text or images, is not always true or accurate. <u>Is it true?</u> I can describe the benefits of living in a diverse society. <u>The land of the Red People</u> <u>1. I recognise that some people can get bullied because of the way they express their gender.</u> <u>Stop, start, stereotypes</u> I can identify the consequences or positive and negative behaviour on others and myself. <u>It could happen to anyone</u>	<u>I can demonstrate strategies to deal with face-to-face and online bullying.</u> <u>Spot bullying</u> <u>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private.</u> <u>Play, like, share</u> I can explore and share my views about decision making when faced with a risky situation. <u>Decision dilemmas</u> I can explain what is meant by a dare. <u>Ella's diary dilemma</u> Can I describe some of the health risks caused by <u>vaping</u>? <u>Vaping: healthy or unhealthy?</u> Can I identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; <u>Would you risk it?</u> <u>There are 3 optional lessons that may be used for reactive teaching on drugs, cigarettes and alcohol if needed.</u>	I can identify, write and discuss issues currently in the media concerning health and wellbeing <u>What's the story?</u> I can understand the difference between fact and opinion. <u>Fact or opinion</u> I can explain what we mean by the terms voluntary, community and pressure (action) group; <u>Mo makes a difference</u> I can define the difference between rights, responsibilities and duties. <u>Rights, responsibilities and duties</u> I can state the costs involved in producing and selling an item. <u>Spending wisely</u> I suggest advice for a range of situations involving personal finance. <u>Lend us a fiver!</u>	<u>I understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</u> <u>It all adds up!</u> I can identify their own strengths and talents; <u>Different skills</u> I can explain what being part of a community means to me. <u>My school community</u> I can identify people that are responsible for keeping me safe and healthy. <u>Independence and responsibility</u> I can describe 'star qualities' of celebrities as portrayed by the media. <u>Star qualities</u> <u>Basic first aid, including Sepsis Awareness</u>	I can use a range of words and phrases to describe the intensity of different feelings. <u>How are they feeling?</u> <u>2. I can identify people who can be trusted and describe strategies for dealing with uncomfortable situations.</u> <u>Taking notice of our feelings</u> I can explain the difference between a safe and unsafe secret. <u>Dear Ash</u> <u>I can identify some products that I might need during puberty and why.</u> <u>Growing up and changing bodies</u> <u>I know the correct words for the external sexual organs.</u> <u>Changing bodies and feelings</u> I can recognise how my body feels when it is relaxed and how it feels when it is nervous/sad. <u>Help! I'm a teenager - get me out of here!</u> I can demonstrate how someone might feel when they are separated from someone or something they like. <u>Dear Hetty</u>
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Year 6	Me and my relationships	Valuing differences	Keeping safe	Rights and respect	Being my best	Growing and changing
	I can demonstrate a collaborative approach to a task. <u>Working together</u> I can demonstrate positive strategies for negotiating and compromising within a collaborative task. <u>Let's negotiate</u> I recognise some of the challenges that arise from friendships. <u>Solve the friendship problem</u> I can describe the consequences of reacting to others in a positive and negative way. <u>Dan's day</u> I can recognise and empathise with patterns of behaviour in peer-group dynamics; <u>Behave yourself</u> I can demonstrate some assertive behaviours, through role play, to resist peer influence and pressure. <u>Assertiveness skills</u> I am aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so. <u>Don't force me</u> I recognise that some types of physical contact can produce strong negative feelings. <u>Acting appropriately</u>	I recognise that bullying and disrespectful behaviour can result from disrespect of people's differences. <u>OK to be different</u> I know that all people are unique but we have far more in common with each other than what is different about us. <u>We have more in common than not</u> I can demonstrate ways of showing respect to others, using verbal and non-verbal communication. <u>Respecting differences</u> I can understand and explain the term prejudice and describe the benefits of living in a diverse society. <u>Tolerance and respect for others</u> I can explain the difference between a friend and an acquaintance. <u>Advertising friendships!</u> I can define what is meant by the term stereotype and recognise how the media can sometimes reinforce gender stereotypes. <u>Boys will be boys? - challenging gender stereotypes</u>	I understand that responsible and respectful behaviour is necessary when interacting with others online and face-to-face. <u>Think before you click!</u> I can identify strategies for keeping personal information safe online. <u>It's a puzzle</u> I know the risks of sharing photos of themselves with other people directly or online. <u>To share or not to share?</u> I can define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour. <u>Rat Park</u> I can explain how drugs can be categorised into different groups depending on their legal and medical content. <u>What sort of drug is...?</u> I understand some of the basic laws in relation to drugs; <u>Drugs: it's the law!</u> I understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; <u>Alcohol: what is normal?</u>	I can define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; <u>Two sides to every story</u> I recognise that people's lives are much more balanced in real life, with positives and negatives. <u>Fakebook friend</u> I can explain some of the benefits of saving money and describe the different ways money can be saved. <u>What's it worth?</u> I can recognise and explain that different jobs have different levels of pay and the factors that influence this. <u>Jobs and taxes</u> I can explain some of the areas that councils have responsibility for, understand democracy and take part in a mock election. <u>Democracy in Britain 1 – Elections</u> I know why and how rules that protect me and others are made and enforced. <u>Democracy in Britain 2 - How (most) laws are made</u>	I can identify aspirational goals and describe the actions needed to set and achieve these. <u>This will be your life!</u> I can present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. <u>Our recommendations</u> I can understand the risks related to growing up and explain the need to be aware of these. <u>What's the risk? (1)</u> I can understand risks related to growing up and explain the need to be aware of these; <u>What's the risk? (2)</u> <u>Basic first aid, including Sepsis Awareness</u> I can explain what the Five Ways to Wellbeing are and describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. <u>Five Ways to Wellbeing project</u>	I can identify qualities that people have, as well as their looks. <u>I look great!</u> I can challenge stereotypical gender portrayals of people. <u>Media manipulation</u> I can understand the risks of sharing images online and how these are hard to control, once shared; <u>Pressure online</u> I can recognise some of the changes they have experienced and my emotional responses to those changes. <u>Helpful or unhelpful? Managing change</u> I can define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. <u>Is this normal?</u> I can identify the changes that happen through puberty to allow sexual reproduction to occur. <u>Making babies</u> I can explain how HIV affects the body's immune system; I understand that HIV is difficult to transmit; <u>What is HIV?</u>
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Pre-school & Nursery end points

- **Me and My Relationships:** Children can talk about themselves and their special people, and understand how to care for their environment.
- **Valuing Differences:** Children can share ways they are similar or different from friends and understand the importance of inclusion.
- **Keeping Safe:** Children can identify people who keep them safe and understand safety indoors and outdoors.
- **Rights and Respect:** Children know what contributes to good health and how to care for their environment.
- **Being My Best:** Children can identify their body's needs and share their achievements.
- **Growing and Changing:** Children understand how plants and animals grow and can discuss changes since they were babies.

Reception end points

- **Me and My Relationships:** Children can talk about themselves, their special people, and different types of families.
- **Valuing Differences:** Children understand what makes them special and the value of friendship.
- **Keeping Safe:** Children know what is safe to go in their body and how to keep safe indoors, outdoors, and online.
- **Rights and Respect:** Children can look after their special people, friends, and environment.
- **Being My Best:** Children recognize the importance of healthy eating, exercise, and sleep.
- **Growing and Changing:** Children understand the life cycles of living things and the importance of privacy.

Year 1 end points

- **Me and My Relationships:** Children understand classroom rules, attentive listening, and qualities of friendship.
- **Valuing Differences:** Children can identify similarities and differences between people and understand the difference between unkindness, teasing, and bullying.
- **Keeping Safe:** Children know the importance of healthy sleep routines, appropriate touch, and online safety.
- **Rights and Respect:** Children recognize how behavior affects others and demonstrate responsibility.
- **Being My Best:** Children understand the importance of a balanced diet, hygiene, and learning new things.
- **Growing and Changing:** Children recognize the importance of exercise and sleep, and understand privacy.

Year 2 end points

- **Me and My Relationships:** Children can create classroom rules, describe feelings, and understand friendship and bullying.
- **Valuing Differences:** Children recognize physical and non-physical differences and the impact of behavior on others.
- **Keeping Safe:** Children understand medicine safety, appropriate touch, and safe secrets.
- **Rights and Respect:** Children can describe strategies for getting along with others and understand online safety.
- **Being My Best:** Children understand healthy choices, dental hygiene, and the importance of good hygiene.
- **Growing and Changing:** Children can give positive feedback, understand growth stages, and recognize privacy.

Year 3 end points

- **Me and My Relationships:** Children understand the purpose of rules, special relationships, and conflict resolution.
- **Valuing Differences:** Children recognize different types of families and communities, and understand bullying.
- **Keeping Safe:** Children understand the difference between danger and risk, and online safety.
- **Rights and Respect:** Children recognize the importance of volunteers, income, and environmental care.
- **Being My Best:** Children understand balanced diets, infectious illnesses, and personal achievements.
- **Growing and Changing:** Children understand personal space, appropriate behavior, and puberty.

Year 4 end points

- **Me and My Relationships:** Children understand positive relationships, feelings, and bullying strategies.
- **Valuing Differences:** Children recognize stereotypes, manage conflict, and understand diversity.
- **Keeping Safe:** Children understand medicine safety, managing risk, and online safety.
- **Rights and Respect:** Children understand human rights, media influence, and the role of bystanders.
- **Being My Best:** Children understand health choices, environmental care, and community support.
- **Growing and Changing:** Children understand puberty, emotional impact, and safe secrets.

Year 5 end points

- **Me and My Relationships:** Children understand collaboration, negotiation, and emotional needs.
- **Valuing Differences:** Children recognize discrimination, media influence, and gender expression.
- **Keeping Safe:** Children understand online safety, decision-making, and health risks.
- **Rights and Respect:** Children understand media influence, financial responsibility, and community roles.
- **Being My Best:** Children understand health needs, personal strengths, and community involvement.
- **Growing and Changing:** Children understand puberty, emotional responses, and safe secrets

Year 6 end points

- **Me and My Relationships:** Children understand collaboration, peer influence, and positive relationships.
- **Valuing Differences:** Children recognize prejudice, respect, and stereotypes.
- **Keeping Safe:** Children understand online safety, addiction, and drug laws.
- **Rights and Respect:** Children understand media bias, financial literacy, and democracy.
- **Being My Best:** Children understand goal setting, health risks, and mental health.
- **Growing and Changing:** Children understand puberty, body image, and self-esteem.

Vocabulary across the curriculum

RSE at Worth Valley Primary School

At Worth Valley Primary School, the teaching of Relationships and Sex Education (RSE) is an integral part of the broader Personal, Social, Health, and Economic (PSHE) education curriculum. The school utilizes the SCARF scheme of work, which aligns with the Department for Education's statutory requirements and the PSHE Association's recommended learning opportunities. RSE at Worth Valley Primary is designed to provide pupils with the knowledge, skills, and attributes necessary for positive relationships, good mental health, and well-being. The curriculum covers a range of topics, including the importance of marriage and committed relationships, understanding physical and emotional changes during puberty, and the basics of human reproduction. Lessons are delivered in a safe and supportive environment, using a variety of interactive teaching methods to ensure that all pupils feel comfortable and engaged. The school emphasizes the importance of inclusivity, ensuring that RSE is relevant to all pupils, regardless of their gender identity, cultural background, or family situation. Parents are encouraged to engage with the curriculum and are provided opportunities to view resources and discuss any concerns with staff.

British Values

At Worth Valley Primary School, the promotion of British Values is a fundamental aspect of the educational experience. These values, which include democracy, individual liberty, the rule of law, mutual respect, and tolerance of those with different faiths and beliefs, are prominently displayed in classrooms and are consistently referred to throughout the curriculum. By integrating these values into daily lessons and school activities, Worth Valley Primary ensures that students not only understand but also embody these principles in their interactions and decision-making. This approach helps to foster a respectful and inclusive school environment, preparing pupils to become responsible and active citizens in a diverse society.

Responsibilities at Worth Valley Primary School

At Worth Valley Primary School, giving children responsibilities across the school is a vital part of their development. By applying for and being selected for key roles such as head boy and girl, school council members, eco warriors, lunchtime monitors, librarians and sports leaders, students gain crucial life skills that prepare them for life beyond school. These roles help children develop leadership, teamwork, and organizational skills, fostering a sense of responsibility and independence. Moreover, having these responsibilities makes children feel valued and empowered, as they actively contribute to the school community. This not only enhances their self-esteem but also instils a sense of pride and ownership in their school environment.

Cross-curricular

PSHE education at Worth Valley Primary School is closely linked with the wider curriculum, enhancing learning in various subjects. Topics like healthy lifestyles and relationships complement science, while British Values support history and citizenship. Financial literacy in PSHE aligns with mathematics, and environmental awareness ties in with geography and science. Additionally, social and emotional skills developed in PSHE enhance abilities in English and drama. This integration ensures a holistic educational experience, preparing students for all aspects of life.

Curriculum for all

At Worth Valley Primary School, the PSHE curriculum is designed to be inclusive and accessible to all students, including those with additional needs. All children access PSHE within their classroom environment, where teachers make necessary adaptations to ensure that every student can participate fully. For children who are unable to access mainstream classes, PSHE is taught within the resource provision, providing a tailored approach to meet their specific needs. Regardless of ability, Relationships and Sex Education (RSE) is taught at the appropriate age, ensuring that all children receive relevant information as their bodies change. This inclusive approach ensures that every student is supported in their personal, social, and emotional development, creating a sense of belonging and empowerment within the school community.

Assessment

Assessment within the PSHE curriculum at Worth Valley Primary School is thorough and continuous, ensuring that each student's progress is effectively monitored. Using the SCARF framework, pre-learning assessments are conducted at the beginning of each unit and repeated at the end to demonstrate individual progress. During lessons, teachers actively identify children who may benefit from additional support and provide feedback to the pastoral team. These children then receive the necessary support, whether individually, in pairs, or as part of a group, depending on what is most appropriate for their needs. This approach ensures that all students receive the guidance and assistance they need to thrive in their personal, social, and emotional development.

Votes for Schools



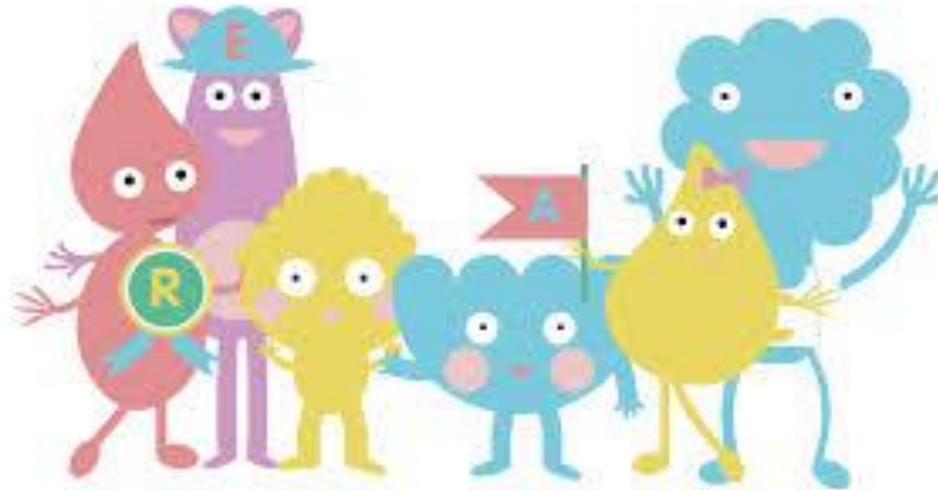
Curriculum Delivery

At Worth Valley Primary School, the "Votes for Schools" program is an integral part of fostering a sense of democracy and active citizenship among students.

Each week, a whole school assembly is delivered on Monday, introducing the weekly theme. Following the assembly, children engage in discussions about the theme within their classrooms, exploring different perspectives and forming their own opinions. This culminates in a vote, allowing students to express their views and participate in a democratic process. By regularly engaging in these activities, children develop critical thinking skills, learn the importance of respectful debate, and understand the value of their voice in a democratic society.

The "Votes for Schools" program at Worth Valley Primary School is closely linked to the promotion of British Values, which include democracy, individual liberty, the rule of law, mutual respect, and tolerance of those with different faiths and beliefs. By participating in weekly assemblies and classroom discussions, students engage in democratic processes, learning to express their opinions and respect the views of others. This practice not only reinforces the value of democracy but also helps children understand their rights and responsibilities within a community. Through these activities, students develop a deeper appreciation for mutual respect and tolerance, as they explore diverse perspectives and learn to navigate differences in a constructive manner. The program thus plays a crucial role in embedding British Values into the everyday life of the school, preparing students to be active, informed, and respectful citizens.

My Happy Minds



Curriculum Delivery

"My Happy Minds" is a well-being program implemented at Worth Valley Primary School to support the mental health and emotional resilience of students. This program includes weekly taught sessions that focus on developing positive mental habits, self-awareness, and coping strategies. The curriculum is designed to help children understand and manage their emotions, build positive relationships, and develop a growth mindset. For Year 6 students, the program includes an additional area specifically focused on the transition to Key Stage 3, preparing them mentally for the changes and challenges ahead. The positive impact of "My Happy Minds" is evident in the increased emotional well-being, resilience, and overall happiness of the students, equipping them with essential life skills for their future.

Paragraph on how it is used by AB in school

Mental Health Champions



What we have achieved, how
and why?

Who are our champions in
school?

Personal Development in PSHE

At Worth Valley Primary School, personal development is a key focus, supported by programs like SCARF, My Happy Minds, and Votes for Schools. The SCARF curriculum provides a comprehensive framework for PSHE education, promoting social, emotional, and mental well-being through structured lessons on relationships, health, and safety.

My Happy Minds complements this by offering weekly sessions that build positive mental habits and emotional resilience, with a special focus on preparing Year 6 students for the transition to Key Stage 3. Votes for Schools further enhances personal development by engaging students in democratic processes, encouraging critical thinking, and fostering a sense of responsibility and respect for diverse opinions.

Together, these programs create a holistic approach to personal development, equipping students with the skills and attitudes needed for success in school and beyond.

Enrichment

Enrichment activities at Worth Valley Primary School that link to PSHE (Personal, Social, Health, and Economic) education include a variety of programs and initiatives designed to enhance students' personal development and well-being. These activities provide practical experiences that reinforce the skills and knowledge gained in PSHE lessons.

- 1.School Council and Leadership Roles:** Opportunities for students to take on roles such as head boy and girl, school council members, and eco warriors help develop leadership, teamwork, and responsibility.
- 2.My Happy Minds:** This well-being program includes weekly sessions that focus on mental health, emotional resilience, and positive thinking, complementing the PSHE curriculum.
- 3.Votes for Schools:** This program engages students in democratic processes, encouraging critical thinking and respectful debate, and reinforcing the importance of British Values.
- 4.Assemblies and Theme Days:** Regular assemblies and special theme days, such as Anti-Bullying Week and Safer Internet Day, provide focused learning experiences on key PSHE topics.
- 5.Extracurricular Activities:** Clubs and activities such as sports, arts, and environmental projects promote physical health, creativity, and social responsibility.
- 6.Community Involvement:** Students participate in visits to a local residential care home, work alongside Keighley Creative to create dam defenses, and engage in collaborative projects with Keighley College. These initiatives help students understand the importance of contributing to their community and develop a sense of social responsibility.

These enrichment activities not only support the PSHE curriculum but also provide students with valuable life skills and experiences that prepare them for future challenges.

Pupil Voice

What do our children say about PSHE?



