



PSHE Intent & Long-Term Plan

# Personal, Social, Health and Economic (PSHE) Education

At Co-op Academy Woodslee, children are educated and nurtured to develop their creativity, connectivity and curiosity.

At Co-op Academy Woodslee, we follow the Coram Life Education, SCARF (Safety, Caring, Achievement, Resilience, Friendship) scheme of work. SCARF is a whole-school approach which supports primary schools to promote positive behaviour, mental health, wellbeing, resilience and achievement through six key values - Safety, Caring, Achievement, Resilience and Friendship. The scheme provides everything needed to meet the Relationships Education and Health Education statutory requirements. More than just a PSHE scheme of work, SCARF supports great learning every day. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

At Co-op Academy Woodslee we are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. Our scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

At Co-op Academy Woodslee, we recognise the importance of children and young people's mental health, and that there are many factors that can affect this. To support our children in their understanding of mental health, we follow the myHappyMind programme. The programme links with our own philosophy, ensuring that we are:

- Proactive, not reactive; When it comes to our mental health. Mental health activity is often focused on supporting individuals when they face challenges. Whilst this is critical, we believe that it's also important to support individuals in building their resilience and self-esteem proactively.
- Stigma reversing; Ensuring that individuals understand the science behind how their brains work and how to impact their self esteem and resilience is at the heart of what we do. When people get the why, they take action.
- A systematic approach; We believe that to impact the child we need to impact the whole system around the child. That's why our programs support parents with a parent App and staff throughout the CPD-certified wellbeing program.

Equitable access to all; We're also proud that myHappymind is tailored to meet the needs of neuro-diverse children.



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 by body healthy – 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

