

PSHE – Long-term overview

Personal, Social, Emotional and Economic Education including Sex and Relationships Education



The Coram Scarf PSHE and RSE programme of study is used to deliver our comprehensive Personal, Social, Health and Economic Curriculum. PSHE is taught in separate age groups in order to meet the developmental needs of each cohort of children.

Intent

Curriculum Aims

At Shillington Lower School, we have chosen to use the Coram Scarf scheme as the foundation for our PSHE curriculum. Scarf's Primary's PSHE scheme of work is designed to inspire pupils to become confident, informed, empathic, resilient learners with well developed self-control and behavioural skills. As such it aligns closely with our school values and is a key driver of our behaviour curriculum.

Our PSHE curriculum promotes an understanding and builds the essential social and emotional skills as well as an understanding of how to keep themselves safe and healthy. Through this, pupils are encouraged to become reflective and responsible individuals who can apply their knowledge and skills to make informed decisions and contribute positively to the wider world.

The progressive nature of the Scarf scheme enables pupils to build their knowledge and skills over time. Designed to be inclusive and accessible, the curriculum ensures that all learners can participate fully, make sustained progress and achieve their full potential.

National Curriculum

The Scarf Scheme of work meets all DfE requirements for statutory Relationships and Health Education, and is mapped to the PSHE Association's Programme of Study, SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing for all pupils.

Purpose of study

The curriculum is structured around six core areas which are revisited annually.

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

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EYFS (Reception)

In the Early Years Foundation Stage (EYFS), the Scarf PSHE curriculum is designed to align with the EYFS Statutory Framework, with a particular focus on the *Personal, Social and Emotional Development (PSED)* area of learning. In order to ensure all Early learning goals are met, it is taught as a discrete subject. In addition, our EYFS, the curriculum provides rich opportunities for children to apply these skills.

Continuity of learning from EYFS to KS1

Scarf aligns with the statutory EYFS guidance.

Key themes and skills introduced in EYFS are revisited and developed further in Key stage 1, ensuring continuity and progression.

This transition is aided by the continuity of learning created by the curriculum strands, which run from EYFS to Year 6.

Subject leaders can pinpoint how knowledge develops in Reception and how this creates the foundation for learning in Key stage 1.

Progression

The units of work and lesson within each unit planning adopts a spiral curriculum model; this is where key knowledge and skills are revisited and built on at a level appropriate to children's development.

A spiral curriculum enables us to introduce complex topics to young children in a way that is both accessible and engaging. This method builds a strong pedagogical foundation, which can be developed further as children progress through primary school.

Inclusion and diversity

Our PSHE scheme has been designed to represent a wide range of cultures, communities and perspectives creating an environment where every child feels included, supported and able to thrive.

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Coram Scarf incorporates into its scheme of work the seven principles of inclusive practice,

- ambitious leadership
- early intervention
- adaptive teaching
- enriching opportunities
- a culture of belonging
- strong family partnerships
- and accessible learning environments.



Implementation

Timetabling

PSHE is timetabled each week and is always taught by the class teacher. This ensures that National curriculum requirements are met.

CPD

Scarf includes effectively through clear and informative CPD videos and access to webinars. These are designed to help teachers feel confident in their role by providing guidance on key concepts, teaching strategies and best practices.

We provide specialist training and support for all aspects of Relationships, Sex and Health Education, including the statutory and non-statutory elements of sex education that fall within the DfE Health Education requirements. We also provide training for your wider PSHE curriculum, including specialist areas such as Early Years.

In addition, guidance within all lessons and areas that may be problematic or upsetting are highlight and advice given on how to manage these.

Unit Structure

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Science unit overviews within the portal, hubs contain all the necessary lesson links, resources and information relevant to the unit being taught.

The unit hub also links to useful resources and key documents, suggests units that could build on knowledge or activate prior learning and outlines cross-curricular links.

Lesson structure

Lessons are structured to ensure all pupils are able to access the learning and succeed.



Recap and recall: Each lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning. Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.



Attention grabber: A short, engaging activity designed to hook pupils into the new learning in the lesson. The activity could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.



Main event: The core part of the lesson, where children engage in activities that develop their understanding of the learning objective. The Main event usually includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.

Wrapping up: A final reflective activity that consolidates learning. Wrapping up activities could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

Inclusion and SEND

Our curriculum is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Children learn in a variety of ways. PSHE lessons include a range of strategies to support and challenge every pupil, such as:

- Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- Multi-sensory approaches – lessons incorporate different elements to engage all learners.

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- Clear instructions and structured tasks – ensuring clarity and reducing cognitive load.
- Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.
- Adaptive teaching embedded throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.
- The step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Impact

Formative: Assessment throughout the lesson

Formative assessment is embedded throughout our curriculum to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

- Questioning – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- Observation – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply science skills.
- Discussion and peer interaction – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.
- Lesson pauses – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- Retrieval practice – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.
- Use of success criteria – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.
- Short reflections in the Wrapping up – lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.

Summative: Summative assessment opportunities

Scarf produces resources and suggestions for opportunities for assessment in all year groups which may be used by teachers to inform their teacher assessments for formative and summative purposes. From year 1 upwards there are pre and post unit assessments.

Evidencing progress

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Insight is used to track progress.

The children's responses in lessons whether written, oral, photographic and creative are used as evidence of progress.

The class floor books show progress as it builds up over time, evidence that is collected are added to these in addition to Key Stage 2 end of year assessment descriptors support summative assessment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Rights and Respect <i>6 lessons</i> All about me What makes me special Me and my special people Who can help me? My feelings 1 and 2	Valuing difference <i>6 lessons</i> I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	Keeping safe <i>6 lessons</i> What's safe to go onto my body What's safe to go into my body (medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Rights and respect <i>6 lessons</i> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money – spending and using Looking after money – saving and keeping	Being my best <i>6 lessons</i> Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	Growing and changing (including RSE) <i>6 lessons</i> Seasons Life changes – plants, animals, humans Life changes – life stages who will I be? Where do babies come from? Getting bigger Me and my body – girls and boys
Year 1	Rights and Respect <i>6 lessons</i> Why we have classroom rules How are you listening Thinking about our feelings Our feelings Feelings and bodies Good friends	Valuing difference <i>6 lessons</i> Same or different Unkindness, teasing or bullying Harold's school rules It's not fair! Who are our special people? Our special people balloons	Keeping safe <i>6 lessons</i> Super sleep Who can help? Good and bad touches Sharing pictures What could Harold Do? Harold loses Geoffrey	Rights and respect <i>6 lessons</i> Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	Being my best <i>6 lessons</i> I can eat a rainbow Eat well Harold's wash and brush up Catch it, kill it, bin it! Harold learns to ride his bike Pass on the praise Inside my wonderful body	Growing and changing (including RSE) <i>6 lessons</i> Healthy me Then and now Taking care of a baby Who can help? Surprises and secrets Keeping privates private

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Year 2	Rights and Respect <i>6 lessons</i> Our ideal classroom 1 and 2 How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that! Bullying or teasing?	Valuing difference <i>6 lessons</i> What makes us who we are My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem	Keeping safe <i>6 lessons</i> Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell?	Rights and respect <i>6 lessons</i> Getting on with others When I feel like erupting Feeling safe Playing games Harold saves up for something special Harold goes camping How can we look after our environment?	Being my best <i>6 lessons</i> You can do it! My day Harold's postcard – helping us to be clean and healthy Harold's bathroom What does my body do? My body needs... Basic first aid	Growing and changing (including RSE) <i>6 lessons</i> A helping hand Sam moves away Haven't you grown? My body, your body Respecting privacy Some secrets should never be kept
Year 3	Rights and Respect <i>6 lessons</i> As a rule Looking after our special people How can we solve this problem? Tangram team challenge (co-operation) Friends are special Thanks Dan's dare My special pet	Valuing difference <i>6 lessons</i> Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb (diversity)	Keeping safe <i>6 lessons</i> Safe or unsafe? Danger or risk? The risk robot Super searcher Help or harm Alcohol and cigarettes Raisin challenge	Rights and respect <i>6 lessons</i> Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environmental project Let's have a tidy up!	Being my best <i>6 lessons</i> Derek cooks dinner (healthy eating) Poorly Harold Body team work For or against I am fantastic Top talents Getting on with your nerves	Growing and changing (including RSE) <i>6 lessons</i> Relationships tree Body space None of your business Secret or surprise? My changing body Basic first aid
Year 4	Rights and Respect <i>6 lessons</i> Human machines Okay or not okay 1 and 2 An email from Harold Different feelings When feelings change Under pressure	Valuing difference <i>6 lessons</i> Can you sort it? What would I do? The people we share our world with That is such a stereotype Friend or acquaintance	Keeping safe <i>6 lessons</i> Danger, risk or hazard How dare you! Keeping ourselves safe Raisin challenge 2 Picture wise Medicines – check the label	Rights and respect <i>6 lessons</i> Who helps us stay healthy and safe? It's your right How do we make a difference? In the news Safety in numbers	Being my best <i>6 lessons</i> What makes me, me? Making choices SCARF hotel Harold's 7 Rs My school community	Growing and changing (including RSE) <i>6 lessons</i> Moving house My feelings are all over the place All change! Preparing for changes at puberty

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		Islands	Know the norms Traffic lights	Harold's expenses Why pay taxes? Logo quiz	Basic first aid Volunteering is cool	Secret or surprise Together
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