



# Bowling Park Primary School

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Learning Together, Achieving Together

## PSHE

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**the STORY PROJECT**

# PSHE Vision and Design

<p><b>Vision</b></p>	<p><b>Responsible</b></p>	<p><b>Confident</b></p>	<p><b>Successful</b></p>		
	<p>We want our children to be responsible citizens by:</p> <ul style="list-style-type: none"> <li>- Having the personal and social skills needed to access the next stage of their education</li> <li>- Contributing to society as a kind, caring and helpful citizen.</li> <li>- Being responsible <b>for their own actions and how they respond to the actions of others.</b> <ul style="list-style-type: none"> <li>- Being able to work individually and as a team.</li> </ul> </li> </ul>	<p>We want our children to be confident individuals by:</p> <ul style="list-style-type: none"> <li>- <b>Expressing their own opinions</b> to others, both in speech and writing, feeling safe to do so.</li> <li>- Seeing themselves as a model citizen. Someone who they would like as a friend or neighbour.</li> <li>- Having the <b>emotional vocabulary</b> to explain their opinions, thoughts and feelings.</li> <li>- Having a sense of belonging, being part of 'Team Bowling Park.' (in class and the wider school)</li> </ul>	<p>We want our children to experience success at Bowling Park and beyond by:</p> <ul style="list-style-type: none"> <li>- Being able to articulate their own thoughts and opinions.</li> <li>- Being able to challenge other's opinions in a safe and constructive way.</li> <li>- Being a well-rounded individual who is a kind, thoughtful and supported member of the community.</li> </ul>		
<p><b>Design</b></p>	<p><b>Safety                      Caring                      Achievement                      Resilience                      Friendship</b></p>				
	<p>We ensure that children are given the opportunity to explore the concept of being safe in a variety of contexts to ensure they can apply this learning to every aspect of their life.</p>	<p>We want our children to be caring members of the community. Our wider curriculum is designed to ensure children are well-rounded citizens. Kind and caring behaviour is modelled by all and highly praised.</p>	<p>We aim to ensure that children have the self-belief that they are capable to achieve anything.</p>	<p>Our PSHE curriculum, as well as the wider curriculum, is designed to teach children how to be resilient. Role play within SCARF lessons as well as everyday situations help children to keep going when they find things difficult.</p>	<p>We learn how to be a good friend, the importance of friendship and how to solve friendship conflicts in a variety of ways. For example, through stories, role play and anti-bullying week.</p>

# Vision

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At Bowling Park, we follow the Coram Life curriculum framework, known as SCARF. This is part of a whole-school approach and it is a strong part of our ethos. We are committed to promoting the health and wellbeing our children and aim to prepare them for life in school and beyond.

SCARF is all about promoting children's overall wellbeing and progress, focusing on five core values: Safety, Caring, Achievement, Resilience, and Friendship. At the heart of each SCARF lesson, taught every week, is the 'Growth Mindset' approach, encouraging positive behaviour, mental health, wellbeing, resilience, and success. To make learning engaging, we bring the SCARF values to life through tales featuring Harold the giraffe, interactive songs, films, and activities that are both thought-provoking and enjoyable. We create a safe, caring, and nurturing environment where children can flourish and share their ideas. We recognise the important relationship between well-being and learning.

## Vision

In addition to our SCARF lessons, we also teach weekly

**The STORY PROJECT**

lessons.

The Story Project focuses on using the magic of children's stories to inspire lifelong wellbeing. It believes in teaching wellbeing as a set of social and emotional skills and tools that can be practised throughout life. It uses stories already loved in classrooms to guide and support children's wellbeing practice. The lessons and resources cover the statutory and recommended PSHE, RSHE and emotional literacy skills.



**The Learning Principles flow around four central tenets.**

They work together to create a positive learning environment, engage the children and encourage appropriate and reflective enquiry. This effective, safe and inclusive methodology allows children to learn wellbeing skills.

# Intent

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At Bowling Park, we help pupils develop respect, confidence and empathy.

We ensure children learn about what makes healthy relationships, focusing on family and friendships (in a way that is age appropriate and sensitive to their faith.)

We teach pupils about equality and diversity in the context of British values and spiritual, moral, social and cultural development.

We establish clear links between individuals and the wider world through exploring a range of different scenarios and real-life examples.

We develop characteristics of a responsible citizen who is prepared for the making decisions in their daily life.

# Impact of our PSHE curriculum

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Our PSHE curriculum aims to ensure that children will have a greater awareness and understanding of their wellbeing and mental health and that of others.

We want to ensure our children develop a positive mindset and as a result become more resilient.

We aim to ensure they have the tools to self-regulate, problem solve and resolve conflicts in their day-to-day life at Bowling Park and beyond.

# Implementation Bowling Park 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)

PSHE						
	Autumn (1) Me and my Relationships	Autumn (2) Rights and Respect	Spring (1) Keeping Safe	Spring (2) Valuing Difference	Summer (1) Being my Best	Summer (2) Growing and Changing
<b>Nursery</b>	Marvellous me! I'm special People who are special to me	Looking after myself Looking after others Looking after my environment	People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body	Me and my friends Friends and family Including everyone	What does my body need? I can keep trying I can do it!	Growing and changing in nature When I was a baby Girls, boys and families
<b>Reception</b>	All about me What makes me special Me and my special people Who can help me? My feelings	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 (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys
<b>1</b>	Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	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	Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey	Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons	I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Inside my wonderful body! (OPTIONAL)	Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates private
<b>2</b>	Our ideal classroom (1) Our ideal classroom (2) (OPTIONAL) How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that! Bullying or teasing? (OPTIONAL)	Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special Harold goes camping (OPTIONAL) How can we look after our environment?	Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell?	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	You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? My body needs... (OPTIONAL) Basic first aid	A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Some secrets should never be kept
<b>3</b>	As a rule Looking after our special people How can we solve this problem? Tangram team challenge (OPTIONAL) Friends are special Thanks Dan's dare My special pet (OPTIONAL)	Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project Let's have a tidy up! (OPTIONAL)	Safe or unsafe? Danger or risk? The Risk robot Super Searcher Help or harm? Alcohol and cigarettes: the facts Paisin challenge (1) (OPTIONAL)	Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb	Harold cooks dinner! (healthy eating) Poorly Harold Body team work For or against? I am fantastic! Opp talents Getting on with your nerves! (OPTIONAL)	Relationship tree Body space None of your business! Secret or surprise? My changing body Basic first aid

# Implementation

4	<p>Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings When feelings change (OPTIONAL) Under pressure</p>	<p>Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Harold's expenses (OPTIONAL) Why pay taxes? Logo quiz (OPTIONAL)</p>	<p>Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture wise Medicines: check the label Know the norms (OPTIONAL) Traffic lights (OPTIONAL)</p>	<p>Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands</p>	<p>What makes me ME! Making choices SCARF hotel Harold's Seven Rs My school community (1) Basic first aid Volunteering is cool (OPTIONAL)</p>	<p>Moving house My feelings are all over the place! All change! Preparing for changes at puberty (formerly Period positive/preparing for periods) Secret or surprise? Together</p>
5	<p>Collaboration Challenge! Give and take Communication (OPTIONAL) How good a friend are you? Relationship cake recipe Our emotional needs Being assertive</p>	<p>What's the story? Fact or opinion? Who makes a difference Rights, respect and duties Spending wisely Send us a fiver! Local councils (OPTIONAL)</p>	<p>Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it? 'Thinking' about habits (OPTIONAL) Drugs: true or false? (OPTIONAL) Smoking: what is normal? (OPTIONAL)</p>	<p>Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? Stop, start, stereotypes It could happen to anyone (OPTIONAL)</p>	<p>It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness</p>	<p>How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager - get me out of here! Dear Hetty (OPTIONAL)</p>
6	<p>Working together Let's negotiate (OPTIONAL) Solve the friendship problem Dan's day (OPTIONAL) Behave yourself Assertiveness skills (formerly Behave yourself - 2) Don't force me Acting appropriately</p>	<p>Two sides to every story Facebook friends What's it worth? Jobs and taxes (OPTIONAL) Happy shoppers - caring for the environment Action stations! (OPTIONAL) Project Pitch (parts 1 &amp; 2) (OPTIONAL) Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made Community art (OPTIONAL)</p>	<p>Think before you click! It's a puzzle (OPTIONAL) To share or not to share? At Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Ella's story (part 1) (OPTIONAL) Ella's story (part 2) (OPTIONAL)</p>	<p>OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes</p>	<p>This will be your life!  Our recommendations  What's the risk? (1)  What's the risk? (2)  Basic first aid, including Sepsis Awareness  Five Ways to Wellbeing project</p>	<p>I look great! Media manipulation Pressure online Helpful or unhelpful? Managing change Is this normal? Making babies What is HIV? (OPTIONAL)</p>

## Wider PSHE Curriculum (beyond SCARF)

### **My Happy Mind**

MyHappymind is taught across five modules (meet the brain, celebrate, appreciate, relate, engage); Each introduces a new set of content and habits to help children build resilience, self-esteem and confidence. Parents have access to the myHappymind app so they can strengthen everything their children are learning at school whilst they're at home.

### **Safety workshops**

A range of visits and visitors through different year groups focused on keeping safe e.g. road safety, first aid, water safety, e safety.

### **Life Caravan workshops**

Linked to SCARF curriculum , whole-class lessons and workshops on a range of themes.

### **NSPCC Stay Safe**

We are members of the NSPCC campaign to keep children safe from harm. We deliver two Stay Safe assemblies a year and access their resources throughout the year to supplement our curriculum.

# Pupil Voice

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- Pupil voice is conducted regularly to gain an idea of what the children enjoy about PSHE, and where they feel they require further support.
- In a recent monitoring window, pupils were able to speak confidently and openly about their PSHE learning and on a whole were very enthusiastic about their SCARF and Story project lessons.
- The children said that they felt listened to and that their voice was being heard.
- They explained that they have a SCARF lesson every week and that they enjoyed these. In particular; they enjoyed the role play activities and stories about Harold.

# Protected Characteristics

At Bowling Park Primary School, we aim to prepare our learners for life beyond Bowling Park as they navigate school life and then as they move into adulthood. We aim to help them to be respectful and responsible British citizens. We aim to develop their understanding, appreciation and celebration of the diversity of the different protected characteristics which are defined by law.

Under the Equality Act 2010, people in Britain are protected from discrimination, harassment and victimisation. The Equality Act states that there are 9 protected characteristics;

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

