

At St Saviour's School... We are Global Citizens

To develop confident, compassionate, and responsible citizens through a balanced curriculum that nurtures emotional well-being and the whole child.



Intent

At St Saviour's School, it is our intent to provide all pupils with a broad and balanced curriculum that aims to assist them to prepare for adult life. We plan to support their physical, emotional and moral development, and help them to understand and respect themselves and others as well as forming and sustaining healthy relationships. PSHE is at the core of all we do and enables our pupils to become independent, confident, healthy and responsible members of society, as well as developing the 'whole child' intellectually, morally, socially and spiritually. PSHE is taught across the school from Nursery to Year 6 on a weekly basis and the whole school follows and adapts the SCARF PSHE scheme. Our PSHE curriculum equips pupils with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.

Implementation

At St Saviour's School, we take great pride in our holistic approach and have adopted the SCARF scheme of work, which aims to develop the 'whole child' through a spiral curriculum. We implement this approach from Nursery to Year 6, with teachers adapting the scheme to reflect the needs of their pupils. Learning in each topic takes place during weekly whole-class lessons exploring different themes. Progression in skills and knowledge in PSHE is clearly outlined in the progression grid. This cohesive vision helps pupils understand and value how they fit into and contribute to the world. With a strong emphasis on emotional literacy, building resilience, and nurturing mental and physical health, SCARF equips us to deliver engaging and relevant PSHE education. We believe PSHE plays a vital role in primary education and, in addition to discrete lessons, it is embedded throughout the curriculum. Key concepts are explored across our broad and balanced curriculum and form an important part of school assemblies, where pupils' spiritual, moral, social, and cultural curiosity is stimulated, challenged, and nurtured. Central to this is our Pupil Government, which plays a vital role in nurturing pupils' pride in democracy and developing their confidence as articulate speakers. Through this leadership platform, pupils are empowered to express their views clearly and take an active role in shaping the life of the school community, reinforcing the values of responsible citizenship and democratic participation. To further support inclusion and celebrate diversity, we use the NO Outsiders programme across year groups, helping pupils to develop an understanding and acceptance of different identities, backgrounds, and perspectives. We also invite visitors and maintain strong links with our community to enrich learning experiences. The CLT meets with the PSHE Minister each term to ensure that the curriculum is reflective of pupils' opinions and ideas; they consult with the wider school to support the development of the subject as part of the Pupil Government to ensure pupil voice is at the heart of all learning. Our PSHE delivery ensures pupils explore the diverse beliefs, values, and attitudes that individuals and societies hold. It helps pupils develop their self-awareness, understanding of the world, and ability to communicate their feelings. Pupils at St Saviour's acquire an understanding of British values necessary for making sense of their experiences, valuing themselves, respecting others, appreciating differences, and feeling confident as both British and global citizens. At St Saviour's Primary School, the needs and PSHE skills and attributes are interwoven and infused throughout whole school life. Teachers use a range of resources including SCARF, Zones of Regulation, NO Outsiders, books, and Computing to deliver lessons. Our teaching is responsive to current affairs and adapted to the needs of pupils. We respect each pupil's unique starting points by providing learning suitable to their age, maturity, and emotional security.

Impact

The pupils' learning is evidenced through use of their class floor book, which records personal development throughout their time at St Saviour's Primary School. The floor books show the progress pupils make in their social, emotional and personal development as well as showcasing their individual achievements. Book monitoring, pupil interviews and learning walks occur to ensure quality teaching and learning is taking place consistently across the whole school. Our pupils leave us knowing they are their own person and have a good sense of self. The pupils assess personal risk and make informed decisions. We support pupils to be socially and emotionally secure and have good values and outstanding behaviour.

	Autumn 1 Me and my Relationships	Autumn 2 Valuing Difference	Spring 1 Keeping Safe	Spring 2 Rights and Respect	Summer 1 Being my Best	Summer 2 Growing and Changing
Year 1	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
Year 2	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
Year 3	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
Year 4	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
Year 5	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
Year 6	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