Mission Statement:

'Aspiring to achieve, determined to succeed'

We aim to help pupils understand how they develop personally and socially enabling all children to become healthy, independent and responsible members of society.

Vision:

We aim to provide/promote pupils understanding of life and give them a sense of self-worth; playing a positive role within school and the wider community enabling them all to develop life-long skills.

Encouraging opportunities to learn about:

- rights and responsibilities; appreciating what it means to belong to a community
- allowing children to contribute to personal development, resilience, self-esteem and making choices and understand what influences their decisions
- by strengthening their identities through the understanding of differences and change
- manage emotions and communicates constructively through a variety of settings allowing the pupil to develop an understanding and ability to work with others to form a positive relationship
- preparing each pupil an understanding of life ahead

At Sandy Hill we use the Scarf scheme of work which stands for **Safety, Caring, Achievement, Resilience and Friendship.**
It provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially. Mapped to the PSHE Association programmes of study.
SCARF is a framework consisting of lesson plans, online planning and assessment tools to provide teachers skills and confidence to embed a comprehensive PSHE and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing – crucial for children to achieve their best, academically and socially.
Scarf provides a strong, tangible framework; promoting positive ethos and values through using rewards and merit systems throughout all lessons encouraging all children to strive in achieving their best. It provides a healthy outlook towards life, promoting respect, caring attitudes and celebrates differences, providing a safe environment for children to be confident and successful learners.

In School we aim to:

Deliver an intensive PSHE curriculum following six units of study, each unit is revisited each year to enable progression in skills, knowledge and understanding.

The six units are:

Me & My Relationships
Valuing Difference
Keeping Myself Safe
Rights & Responsibilities
Being My Best
Growing & Changing
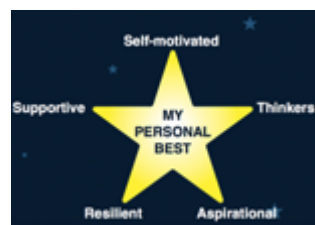
By applying SCARF across all year groups ensures progression in knowledge, attitudes and values and skills; including the key skills of social and emotional learning, known to improve outcomes for children.

SCARF provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially; supporting everyday learning.

SCARF – safety, caring, achievement, resilience, friendship
Guidance with Relationships Education and Health Education Sept 2020

PHSE Expectations:

Structure of Early Years (Nursery/Reception) - SCARF

Each plan contains:

Whole-class introduction

An introduction to the theme with key questions and activities.

Adult-supported activities

For small group work. These grow out of the starter discussions and activities. They include additional activity sheets or other resources.

Enhancements for Continuous Provision

Ideas for developing children's exploration of the theme during their independent play. You can adapt and add to them, according to time of year, age and developmental stage of the children.

Talking points

Additional resources or suggestions to display somewhere in the class (e.g. snack table/reading area/quiet area) to stimulate children's discussion of the week's theme. There are suggestions of questions as a prompt to go with these, but you are free to invent your own.

SCARF time

Suggestions of how SCARF values can be embedded – both during SCARF activities and throughout the week. SCARF time encourages children to reflect on their learning. It enables everyone to reinforce the language of the SCARF values "You're wearing your SCARF, because I can see that you're being caring/ friendly..." for example.

Each lesson uses stories to explore many of the themes. Some stories are written specially for the theme alternative some are through well-known classic story books which are easily available in our library. Also, the use of story sacks, with images relating to the lesson, including Harold the Giraffe and his friends (SCARF).

Below shows all the DfE's topics and core statements to be covered by the end of primary school. SCARF has been designed to meet the all the requirements.

Relationships and Education
Families and people who care for me

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Caring Friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

Physical Health and Mental Wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Internet and Safety Harms

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
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- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, Alcohol and Tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

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Planning

SCARF lesson plans support the teaching and learning of this through a progressive spiral curriculum covering all lessons in an age appropriate way providing a comprehensive PSHE education, including mental health and wellbeing.

Ensuring progression of all age groups in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children.

Some lessons provide the fundamental building blocks needed for children to achieve the end of primary learning.

All lessons are flexible enabling teachers to determine how and when to deliver. Tailored to particular needs, tackling specific issues throughout the year:

- Remembrance Day
- Act of Kindness
- International Women's Day
- Cyberbullying Day
- Autism Awareness Day
- Mental Health Week
- Dyslexia Week
- Save the Children
- World Health and Safety Day
- Safety Internet Day
- Children in Need
- Antibullying Workshop

A typical lesson at Sandy Hill would look like this:

Introduction	Main Activity	Summing up/Plenary
Oracy	Group work	Oracy
Key questions	Class Discussions	Discussion
Express any thoughts and feelings	Group games	Ideas
	Written work: statements	Any questions
	speech bubbles	

For each year group, there are six themed units providing a complete PSHE and wellbeing curriculum, including mental health and RSE (Growing and Changing), along with assessment tools for both teachers and pupils – pre and post assessment sheets.

PSHE curriculum will be based on half- termly units:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Self
- Rights and Responsibilities
- Being My Best
- Growing and Changing

Learning environment

In every lesson we aim to provide:

- Set positive ground rules – child friendly
- Create a safe, secure this will help children to feel confident to share ideas, values and attitudes without fear of negative feedback from the peers
- Offer opportunities for children to discuss issues in small groups as well as sharing views with the class; this helps with children feeling confident
- Balanced information including a variety of views to help children clarify their own opinions
- 'Ask it basket' allowing discussions on sensitive issues
- Promote a positive learning state within the classroom
- Set the scene for a positive greeting
- Positive energy focus – start with a 'headline' story
- Allow the children to have a 'right to pass'
- Listen and respect each other
- Keep/regain concentration level – having fun including small breaks
- 'Just before you go' drop in sentence – allowing the children to talk about the lesson
- Allow the children to review and choose something important they have learnt

Teaching and Learning Expectations:

- PSHE will be taught for once a week – where necessary, or additional morning/afternoon sessions if needed.
- Pre and post assessments - enables you to capture and record each child's progress. Teacher guidance and related resources provide everything you need to carry out a baseline assessment and follow this up with a progress assessment at the end of the unit. This type of evaluation enables both you and the child to see clearly progress that they have made.
- Teachers to use skills progression documentation to assess learners.
- All children are given the opportunity to raise any concerns using the 'Ask it basket'

- Work to be recorded in PSHE books recorded weekly either through images/drawings/ICT/photos – PE recorded in back of PSHE if related to PSHE (if linked to 'My Personal Best'
- Class blog, social media and classroom displays to include examples of PHSE

Working Walls/Displays:

- All classes to display current PSHE learning
- Display promoting the values of SCARF Safety Caring Achievement Resilience Friendship
- Hall display) promoting theme/unit for each term
- Scarf assemblies – linked to PE 'My personal best'
- Provide SCARF values which are closely aligned to those of different faiths and also promote SMSC (Spiritual Moral Social and Cultural Development)
- My Personal Best values and Sandy Hill STARS on display in all classes/key communal areas of the school

Skills Progression:

At Sandy Hill, we use the objectives from the National Curriculum to ensure good coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children can discuss and revisit areas enabling children to fully understand, answering questions and reinforcing any misconceptions.

Monitoring/Assessment:

Pre and post assessments

End of unit question/scenario EYFS, end of KS1 and the end of KS2

Pupil Conferencing

Learning Walk/Lesson Observations

Book scrutinies

Displays