



PSHE/ SCARF Policy (including RSE) January 2025



At Hillsgrove Primary School, the personal development of our children is of prime importance. By the end of the children's time at Hillsgrove, we want them to be well-rounded citizens of society with the skills to progress in life and make right choices. As a school, we approach every aspect of school life with personal development in mind. We hold awareness and special days to value differences of others, use SCARF to promote emotional intelligence and good well-being and the children are given opportunities to be part of a wider community of culture.

As a school we teach PSHE/RSE from the national curriculum. We also draw teaching, learning and activities from the SCARF programme. SCARF supports children's spiritual, moral, social, cultural and emotional development, fostering a sense of respect for themselves and others; it promotes health and wellbeing across the school community within a robust PSHE framework. Within this context, it contributes significantly to British Values in their broadest sense both explicitly and implicitly.



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Executive Lead: Mrs S Young NPQEL

RSE

At Hillsgrove Primary School, RSE (Relationships & Sex Education) is taught within the SCARF programme and links are provided to NSPCC learning. We teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

All learning is in accordance with the statutory framework set out in September 2020 to develop healthy relationships, including how to stay safe online and understand how to live a healthy lifestyle. We ensure learning is suited to the age group taught and knowledge is built on as children progress through the school.



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)

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 my 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

*Please note Sex Education is only taught to those with parental permission



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British Values

At Hillsgrove Primary School, we prepare children for life in modern Britain effectively, developing their understanding of the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Due to how engrained British Values are into our school vision, ethos and values, we do not expect the children to be able to list all of the British Values from memory. However, we do expect them to demonstrate the views and values that show they are on their journey to becoming safe, ready and respectful adults who make a positive difference to their community and let their light shine at every opportunity.

Therefore, at Hillsgrove Primary School, we ensure we have a systematic and progressive approach to the teaching of British Values whilst also reinforcing these values through a wide range of opportunities and experiences in school.

Individual lessons which relate directly to the British Values themes of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

are as follows, although there are further links across a range of the SCARF lessons. Teaching and learning about the British Values is fully integrated into our PSHE curriculum (SCARF), through age-appropriate content across the SCARF spiral curriculum.

Lesson	Link to British Values
Y1 It's not fair! Y2 An act of kindness	Tolerance Mutual Respect
Y1 Same or Different? Y2 What makes us who we are?	Tolerance Mutual Respect
Y1 Why we have classroom rules Y2 Our ideal classroom 1	Democracy Rule of Law Mutual Respect
Y1 Taking care of something Y2 Getting on with others	Tolerance Mutual Respect



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<p>Y1 Who are our special people? Y1 Our special people balloons Y2 When someone is feeling left out</p>	<p>Individual Liberty Tolerance</p>
<p>Y5 Independence and Responsibility</p>	<p>Individual Liberty</p>
<p>Y4 Different feelings Y5 How good a friend are you?</p>	<p>Tolerance Mutual Respect</p>
<p>Y3 Respect and challenge Y4 What makes me, Me! Y5 Kind conversations Y5 The land of the red people Y6 Respecting differences</p>	<p>Tolerance Mutual Respect Individual Liberty</p>
<p>Y3 Let's celebrate our differences! Y4 What would I do? Y4 Can you sort it? Y5 Happy being me! Y6 Okay to be different</p>	<p>Tolerance Mutual Respect</p>
<p>Y3 As a rule Y4 How do we make a difference?</p>	<p>Democracy Rule of Law</p>
<p>Y4 The people we share our world with</p>	<p>Tolerance Mutual Respect</p>
<p>Y6 Democracy in Britain 1 and 2</p>	<p>Democracy Rule of Law</p>

Further to the PSHE curriculum, we actively promote British Values in the following ways:

Democracy

- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve children.
- The principle of democracy is explored in the curriculum as well as during collective worship. Children vote for the school House Captains and pupil voice.
- Our school behaviour policy involves rewards which the children have developed.
- Pupil voice suggestion boxes are used to support with making decisions.



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Rule of Law

- Our school follows its behaviour policy, which is underpinned by the school's ethos, vision and values.
- School rules and expectations are clear, fair and regularly promoted.
- Children are always helped to distinguish right from wrong, in the classroom, during collective worship or in the playground.
- Children are encouraged to respect the law and enjoy visits from authorities such as the emergency services.
- The behaviour policy sets out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to children, staff and parents and carers.

Individual Liberty

- Within school, children are actively encouraged and given the freedom to make choices, knowing that they are in a safe and supportive environment e.g. attending after school clubs.
- Children are supported to develop their self-knowledge, self-esteem and self-confidence.
- Children are encouraged to take responsibility for their behaviour and choices.
- Children are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through our online safety teaching and PSHE lessons.
- Vulnerable children are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents.
- Children have key roles and responsibilities in school e.g. Playground buddies, reading buddies, monitors, Ambassadors, etc.
- The school community benefits from visits from the NSPCC.

Mutual respect and Tolerance

- Respect is one of the core behaviour rules in our school. The children know and understand that it is expected that respect is shown to all members of our community.
- Children are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and children are encouraged to challenge prejudicial or discriminatory behaviour.
- Through PSHE and RE curriculums, children are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- The curriculum has been designed to celebrate diversity and challenge stereotypes.
- Themes of Collective Worship are linked alongside the PSHE curriculum and the British Values.

Protected Characteristics

The national curriculum recognises how important it is for children to understand the world in which they live in and as a school we want this for them too. We want children to live alongside and show respect for a diverse range of people. A way in which our school ensures they are



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providing children with the knowledge and skills to do this, is through the teaching of protected characteristics.

It is extremely important for us here at Hills Grove, that our children grow to be respectful, ambitious and empathetic pupils who respect the world in which they live in. We expect our children, by the end of year 5 to know all of the 9 protected characteristics by name and understand what they mean.

The 9 protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Please find information below to show where this is covered within the PSHE/RSE curriculum.

	Lesson from SCARF	Link to the Protected Characteristics
Early Years	Me and My Friends Life stages – Who will I be?	Age
	Life stages – Who will I be?	Marriage & civil partnership
	Where do babies come from?	Pregnancy & Maternity
	Marvellous Me I'm special People who are special to me	Race
	Me & My friends I'm special People who are special to me Same & different families All about me	Religion or belief
	Girls, boys & families Me & my body	Sex
	People who are special to me Where do babies come from? Same & different families	Sexual Orientation



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	Lesson from SCARF	Link to the Protected Characteristics
Key Stage 1	What makes us who we are?	Race
	Who are our special people? What makes us who we are?	Religion or belief
	My body, your body	Sex

	Lesson from SCARF	Link to the Protected Characteristics
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Year 3	Our friends & neighbours Let's celebrate our differences	Age
	Let's celebrate our differences Zeb I am fantastic!	Disability
	I am fantastic!	Gender reassignment
	Our friends & neighbours Zeb	Religion or belief
	Our friends & neighbours Zeb	Race
	Let's celebrate our differences Zeb I am fantastic!	Sex
	Our friends & neighbours Zeb Family & friends	Sexual Orientation
Year 4	Together	Age
	Together	Marriage & civil partnership
	Together	Sex
	Together	Sexual Orientation
	The people we share our world with Together	Religion or belief



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	Lesson from SCARF	Link to the Protected Characteristics
Year 5	Happy being me	Age
	The land of the red people Happy being me	Religion or belief
	Stop, start stereotypes Growing up and changing bodies The land of the red people Happy being me	Sex
	The land of the red people Happy being me	Race
	Is it true? Stop, start stereotypes	Sexual orientation
Year 6	We have more in common than not Democracy in Britain 1 – elections Democracy in Britain 2 – how laws are made Don't force me Think before you click To share or not to share	Age
	We have more in common than not Media manipulation	Disability
	Media manipulation	Gender Reassignment
	Don't force me	Marriage & civil partnership
	Making babies	Pregnancy & maternity (non-statutory)
	We have more in common than not Tolerance & respect for others	Race
	We have more in common than not Don't force me Is this normal? Acting appropriately	Religion or belief
We have more in common than not Don't force me Media manipulation Making babies Tolerance & respect for others Is this normal? Acting appropriately	Sex	