HEATHROW PRIMARY – A Triple A School.

Attitude Achievement Aspiration

At Heathrow Primary School, PSHE underpins our whole school philosophy to equip children with the tools to thrive in today's constantly changing society.

We use the SCARF (Safety, Caring, Achievement, Resilience, Friendship) Curriculum to teach PSHE across the school. SCARF is part of Coram Life Education. The framework will provide children with a comprehensive PSHE and Wellbeing programme throughout their primary years at Heathrow Primary School. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

Our PSHE is delivered through creative, hands-on learning activities that engage and inspire the children. Our curriculum enables our children to become healthy, independent and responsible citizens.

Topics within SCARF include: Me and my Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being my Best and Growing and Changing.

Over the Autumn term, all the children will focus on Me and my Relationships and Valuing Difference. We feel that as parents you should be aware of the learning outcomes being covered each term so that if your children ask you questions you know where they have arisen from. Here are the learning outcomes that Year 3 will be covering this term:

SCARF Lesson Plan title & **half-termly unit**	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
As a rule	•Explain why we have rules; •Explore why rules are different for different age groups, in particular for internet-based activities; •Suggest appropriate rules for a range of settings; •Consider the possible consequences of breaking the rules.
Tangram team challenge	•Define and demonstrate cooperation and collaboration; •Identify the different skills that people can bring to a group task; •Demonstrate how working together in a collaborative manner can help everyone to achieve success.
Looking after our special people	•Identify people who they have a special relationship with; •Suggest strategies for maintaining a positive relationship with their special people.
Thunks	•Express opinions and listen to those of others; •Consider others' points of view; •Practice explaining the thinking behind their ideas and opinions.
Friends are special	•Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.
Valuing Difference	
Family and friends	•Recognise that there are many different types of family; •Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
Respect and challenge	•Reflect on listening skills; •Give examples of respectful language; •Give examples of how to challenge another's viewpoint, respectfully.
Our friends and neighbours	•Explain that people living in the UK have different origins; •Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; •Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.
Let's celebrate our differences	•Recognise the factors that make people similar to and different from each other; •Recognise that repeated name calling is a form of bullying; •Suggest strategies for dealing with name calling (including talking to a trusted adult).