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 4 will be covering this term:

SCARF Lesson Plan title & **half-termly unit**	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
Ok or not ok? (1)	•Explain what we mean by a 'positive, healthy relationship'; •Describe some of the qualities that they admire in others.
Ok or not ok? (2)	•Recognise that there are times when they might need to say 'no' to a friend; •Describe appropriate assertive strategies for saying 'no' to a friend.
Different feelings	•Identify a wide range of feelings; •Recognise that different people can have different feelings in the same situation; •Explain how feelings can be linked to physical state.
When feelings change	•Demonstrate a range of feelings through their facial expressions and body language; •Recognise that their feelings might change towards someone or something once they have further information.
Under pressure	•Give examples of strategies to respond to being bullied, including what people can do and say; •Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
Valuing Difference	
Can you sort it?	•Define the terms 'negotiation' and 'compromise'; •Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
Islands	•Understand that they have the right to protect their personal body space; •Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; •Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
What would I do?	•List some of the ways that people are different to each other (including differences of race, gender, religion); •Recognise potential consequences of aggressive behaviour; •Suggest strategies for dealing with someone who is behaving aggressively.
The people we share our world with	•List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); •Define the word respect and demonstrate ways of showing respect to others' differences.
That is such a stereotype!	•Understand and identify stereotypes, including those promoted in the media.