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 5 will be covering this term:

SCARF Lesson Plan title & **half-termly unit**	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
Give and take	•Explain what is meant by the terms negotiation and compromise; •Describe strategies for resolving difficult issues or situations.
How good a friend are you?	•Demonstrate how to respond to a wide range of feelings in others; •Give examples of some key qualities of friendship; •Reflect on their own friendship qualities.
Relationship cake recipe	•Identify what things make a relationship unhealthy; •Identify who they could talk to if they needed help.
Our emotional needs	•Recognise basic emotional needs, understand that they change according to circumstance; •Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
Communication	•Understand that online communication can be misinterpreted; •Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
Valuing Difference	
Qualities of friendship	•Define some key qualities of friendship; •Describe ways of making a friendship last; •Explain why friendships sometimes end.
Happy being me	•Recognise some of the feelings associated with feeling excluded or 'left out'; •Give examples of ways in which people behave when they discriminate against others who are different from them; •Understand the importance of respecting others, even when they are different from themselves.
The land of the Red People	•Identify and describe the different groups that make up their school/wider community/other parts of the UK; •Describe the benefits of living in a diverse society; •Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Is it true?	•Understand that the information we see online either text or images, is not always true or accurate; •Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; •Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
It could happen to anyone	•Identify the consequences of positive and negative behaviour on themselves and others; •Give examples of how individual/group actions can impact on others in a positive or negative way.