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 Summer term, all the children will focus on Being my Best and Growing and Changing. 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
Being My Best	
Poorly Harold	•Explain how some infectious illnesses are spread from one person to another; •Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; •Suggest medical and non-medical ways of treating an illness.
For or against?	•Develop skills in discussion and debating an issue; •Demonstrate their understanding of health and wellbeing issues that are relevant to them; •Empathise with different viewpoints; •Make recommendations, based on their research.
Getting on with your nerves!	Demonstrate how working together in a collaborative manner can help everyone to achieve success; •Understand and explain how the brain sends and receives messages through the nerves.
Body team work	•Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); •Describe how food, water and air get into the body and blood.
Top talents	•Explain some of the different talents and skills that people have and how skills are developed; •Recognise their own skills and those of other children in the class.
Growing and Changing	
Relationship Tree	•Identify different types of relationships; •Recognise who they have positive healthy relationships with.
Body space	•Understand what is meant by the term body space (or personal space); •Identify when it is appropriate or inappropriate to allow someone into their body space; •Rehearse strategies for when someone is inappropriately in their body space.
Secret or surprise	•Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
My changing body	•Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that for girls, periods are a normal part of puberty.
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.