



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

SCARF Policy

Safety, Caring, Achievement, Resilience, Friendship

**Covering Personal, Social, Health and Economic Education (PSHE)
and Relationships, Sex and Health Education (RSHE)**

Aims of our SCARF Policy

- To outline the **INTENT** of the SCARF Curriculum, both in terms of statutory requirements and what we want for the pupils at Christ Church;
- To identify how the SCARF curriculum will be **IMPLEMENTED** at Christ Church;
- To highlight how the **IMPACT** of the SCARF curriculum will be measured across the school.

This policy covers all aspects of PSHE and the new DfE statutory RSHE guidance.

Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships.

At Lancaster Christ Church, Church of England Primary School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.



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The **INTENT** of our SCARF Curriculum

Introduction

- *Why is SCARF important?*

“PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage life’s challenges and make the most of life’s opportunities.”

“There is evidence to show that PSHE education can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, emotional health and other key issues. An effective PSHE programme can also tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.”

PSHE Association

“There's now a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) are critical to ensuring children are effective learners.”

Coram Life Education

Definitions

- SCARF stands for Safety, Caring, Achievement, Resilience, Friendship. This is the name of the programme of study which we follow at Christ Church School, provided by Coram Life Education. SCARF is a planned element of the whole curriculum that helps to give children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. The programme covers all aspects of Personal, Social, Health and Economic Education (PSHE), Relationships, Sex and Health Education (RSHE) and Citizenship.
- Personal and social development is the sum total of all of the experiences, planned and unplanned, received by young people in the course of their time in school that promotes their spiritual, moral, social, cultural, mental and physical development, and thus the wellbeing of both the individual and ultimately the wider community.
- Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.
- Sex Education is a programme of work which follows the national curriculum for Science, including subject content in related areas such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction. For more information, refer to science policy.



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- Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.
- Citizenship education develops knowledge, skills and understanding that pupils need to play a full part in society as active and responsible citizens. Pupils learn about politics, parliament and voting and well as human rights, justice, the law and the economy.

Intent of the SCARF Curriculum

Our intent within the PSHE aspects of SCARF is that children will:

- Understand and actively seek a healthy and safe lifestyle;
- Understand what makes for good relationships with others and actively promote them;
- Have respect for others, promoting good attitudes towards others and an understanding of differences between people and their viewpoints;
- Be independent members of a community, such as school, and develop good relationships with other members of that community;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Have a positive sense of themselves;
- Have opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family;
- Be equipped with knowledge about the world in which we live;
- Be equipped with the skills and attitudes to engage successfully in the task of learning;
- Reflect about beliefs, choices and values;
- Access a range of opportunities, responsibilities and experiences that will prepare them for the adult world.

Our intent within the RSHE aspects of SCARF is that children will:

- Be prepared for the changes adolescence brings, drawing on knowledge of the human life cycle set out in the National Curriculum for science, including how a baby is conceived and born.
- Learn the key facts about puberty and the changing adolescent body.
- Understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and other lifelong commitments.
- Be prepared for healthy relationships in an online world.



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- Understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Be part of a positive culture around issues of sexuality and relationship.

Understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.

- Know how to 'love your neighbour' even when we might disagree.

The planned provision for PSHE and RSHE should not sit separately from other aspects of the school: it should be integral to a whole school approach that embodies the principles of personal and social development and active citizenship.

The values and ethos of the school will not only be made explicit in PSHE and RSHE, they will at times be shaped by what happens in PSHE and RSHE.

The development of appropriate values is fundamental to PSHE and RSHE. There will be explicit teaching around values, and specifically Christian Values, but it has been said that values are essentially caught rather than taught. It is of central importance for all members of staff (not just teachers) to adhere to an agreed set of values in all that they do at the school, to give consistent messages and to have consistent expectations. At Christ Church a set of core Christian values have been identified. These are:

The **IMPLEMENTATION** of our SCARF Curriculum

Planning and Delivery

For details of all the learning outcomes covered in each SCARF unit please refer to our school website.

- *Statutory Requirements*

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education. Sex Education is only statutory at Secondary School, not Primary school.

The statutory requirements for the teaching of Relationships Education, as outlined in the National Curriculum Programme of Study by the end of Primary School, are:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other,
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	including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or



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	destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online Relationships	Pupils should know - that people sometimes behave differently online, including by pretending to be someone they are not. - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - how information and data is shared and used online.
Being Safe	Pupils should know - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, and to keep trying until they are heard. - how to report concerns or abuse, and the vocabulary and confidence needed to do so. - where to get advice e.g. family, school and/or other sources.

The statutory requirements for the teaching of Physical Health and Mental Wellbeing Education, as outlined in the National Curriculum Programme of Study by the end of Primary School, are:

Mental Wellbeing	Pupils should know - that mental wellbeing is a normal part of daily life, in the same way as physical health. - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is
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	appropriate and proportionate. - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	Pupils should know - that for most people the internet is an integral part of life and has many benefits. - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. - why social media, some computer games and online gaming, for example, are age restricted. - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. - where and how to report concerns and get support with issues online.
Physical Health and Fitness	Pupils should know - the characteristics and mental and physical benefits of an active lifestyle. - the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. - the risks associated with an inactive lifestyle (including obesity). - how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	Pupils should know - what constitutes a healthy diet (including understanding calories and other nutritional content). - the principles of planning and preparing a range of healthy meals.



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	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	Pupils should know - how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	Pupils should know: - 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.
Changing Adolescent Body	Pupils should know: - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - about menstrual wellbeing including the key facts about the menstrual cycle.

- How is the SCARF Curriculum planned at Lancaster Christ Church?*

At Lancaster Christ Church we value the individuality of our children and their various curriculum strengths and interests. As a school, we aim to provide opportunities for children to build upon these to become the best that they can be. We are proud of our varied demographic and ensure that all children have opportunities to be successful, therefore we have designed a curriculum which encourages all children to flourish as individuals, the intent of which is rooted in 1 Peter 4:10:

“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”

We have developed a SCARF curriculum which:

- is reflective of our Church School Distinctiveness.
- starts from what the children already know i.e. their own bodies and life experiences, to provide a foundation for the development of knowledge and skills;
- is logically sequenced so that new knowledge and skills build on what has been taught before;
- uses a spiral approach so that children have an opportunity to connect new knowledge with existing knowledge;



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- clearly identifies the key learning intentions within a theme and ensures that there is a clear link between these and the activities planned for the children.

- *Curriculum Overview*

A breakdown of key learning in SCARF can be found on the school website.

The curriculum overview for each year group can be found in Appendix A.

- *PSHE and RSHE in the Foundation Stage*

In the Foundation Stage, learning from the SCARF curriculum is linked to the core topics and themes which are taught across the year. Learning in SCARF covers many aspects of Personal, Social and Emotional Development as well as some aspects of Physical Development. Please see appendix B for the full PSED Key Learning Statements.

Personal Social and Emotional Development:

"Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life."

Physical Development

"Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives...Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being".

Statutory Framework for the Early Years Foundation Stage (2025): DfE, Pg. 8-9

As in the rest of the school, there are core units and lessons in the SCARF curriculum overview which are taught in Reception. Children learn through play as well as through specific teaching and learning opportunities, lessons and experiences planned by the class teacher.

Recording of work in SCARF

All children in Key Stage 1 and 2 have a personal journal which is used for recording their personal thoughts and feelings regarding subject matter that has been covered through the SCARF curriculum. This journal goes with them through the school and allows them to be reflective on their learning and to make it personal to them.



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In the Foundation Stage evidence is recorded using the 2 Build a Profile software and contributes to children's ongoing learning journey portfolio.

Examples of children's work will be retained to provide evidence of on-going SCARF, including photographic evidence of lessons, displays and presentations.

Marking and Feedback

Pupil's written work in their folders is marked in line with the school marking policy and uses 'next steps' where appropriate to encourage pupils to develop and apply their skills and knowledge at a deeper level.

Staff have the highest expectations of the children in SCARF as with all other subjects in school.

SCARF journals are not marked as they are personal to each child, but are routinely monitored so that any issues arising from SCARF teaching can be addressed as required.

Cross-Curricular Links

At Christ Church we recognise that children learn best when they are able to make meaningful and relevant links between different areas of learning. Cross-curricular learning enables children to begin connecting new knowledge with existing knowledge, thus supporting it's transfer into long-term memory.

Teaching and Learning in SCARF at Lancaster Christ Church particularly lends itself to cross-curricular learning relating to different subjects as follows:

English

- Children participate in discussions, presentations, performances, role play, improvisations and debates. They listen and respond appropriately to adults and their peers and ask relevant questions to extend their understanding and knowledge.

Religious Education

- It is vital that religious education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in religious education and should be developed at each stage or phase of religious education:
 - self-awareness.
 - respect for all.
 - open-mindedness.
 - appreciation and wonder.

Physical Education



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- Children should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Maths

- Children recognise and know the value of different denominations of coins and notes. They sequence events in chronological order, for example changes to their bodies and recognise and use language relating to dates, including days of the week, weeks, months and years.
- Pupils become fluent in counting and recognising coins. They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.

Science

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- describe the life process of reproduction in some plants and animals. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- describe the changes as humans develop to old age.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Computing

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Leadership and Management of SCARF

Role of the SCARF Subject Leader

The SCARF subject leader will:

- demonstrate quality SCARF teaching
- regularly monitor the quality of SCARF teaching across the school
- formulate, implement and evaluate an annual action plan in relation to the development of SCARF



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- liaise with the nominated governor for SCARF and report regularly to the governing body on progress and attainment in SCARF
- ensure that his/her subject knowledge and expertise are kept up to date by means of regular training
- ensure that staff receive adequate training in the teaching and assessment of SCARF
- support other staff in the planning and teaching of SCARF
- plan and organise the allocation and purchase of resources in accordance with the available budget
- regularly review and update the SCARF policy

Role of the Headteacher / Governing Body

The Headteacher and Governing Body will ensure that:

- all pupils make progress in achieving the learning objectives of the SCARF curriculum
- the subject is well led and effectively managed and that standards and achievement in SCARF and the quality of the provision are subject to regular and effective self-evaluation
- those teaching SCARF are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- there are sufficient resources for teachers to be able to teach SCARF well across the school
- clear information is provided for parents on the SCARF curriculum
- SCARF is resourced and timetabled so that the school can fulfil its legal obligations and pupils can make good progress

Role of the teaching staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher or the RSE Subject Leader (Mr B. Maunder).

Training

To develop staff confidence and competence:

- annually the subject leader will attend appropriate conferences;
- training needs are identified through induction programmes and performance management;



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- the subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- where necessary, the subject leader leads (or arranges) school-based training.
- the headteacher may invite visitors, such as school nurses or Life Education teachers, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Inclusion

At our school we teach SCARF to all children, whatever their ability. Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs or disabilities. SCARF forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our SCARF teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. In SCARF, this may include providing pastoral intervention through friendship groups, bounce forward resilience programme, seasons for growth or additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or wider community.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards. This helps ensure that our teaching is matched to the child's needs. Intervention through School Action and School Action Plus will lead to the creation of an Individual Provision Map (IPM) for children with special educational needs. When teaching SCARF, teachers take into account the targets set for the children in their IPMs, some of their targets may be directly related to PSHE and RSHE, as appropriate.

We enable all pupils to have access to the full range of activities involved in learning in SCARF. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background



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- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use materials for teaching which avoid stereotyping, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise

The Learning Environment

A stimulating and encouraging learning environment tell pupils that they can expect to be challenged, engaged and inspired.

Each class should display a group agreement which outlines the rights and responsibilities which must be adhered to by all members of each class. This is not just applicable to SCARF teaching time but is embedded across the school curriculum and school life.

Each class has a questions box in which any children can place questions or ideas which they do not feel comfortable to share with the whole class or larger group. The box is monitored regularly by the class teacher and questions dealt with as appropriate.

Resources

Resources are managed by the SCARF Subject Leader and are audited regularly.

A selection of appropriately selected resources will be detailed in the scheme of work and these can be accessed electronically via the SCARF website and physical books and resources are stored in a central location. There is also a comprehensive selection of resources to support different aspects of PSHCE on the teacher share section of the school server.

Resources will be regularly reviewed and updated. Visitors, including from Coram Life Education, are sometimes used where relevant and appropriate. There are guidelines in school for the use of visitors and these should be adhered to at all times.

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE, but not that which is part of the statutory Science curriculum.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Alternative work will be given to pupils who are withdrawn from Sex Education.



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Difficult questions & sensitive issues in relation to sex education

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

Our school has decided not to teach about or answer questions on: rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, AIDS/HIV, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay.

If a child asks a question on any topic listed in the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent/guardian for an answer. The school will normally seek to inform parents/guardians when such a question is asked and support parents/guardians if requested.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Measuring the *IMPACT* of our SCARF Curriculum

Assessment and Record Keeping

At Christ Church, assessment in SCARF is undertaken using relevant statements over the course of a term or half term and shared with the Subject Leader at the end of a theme.

Evidence is collected in the following ways:

- Individual pupils' work
- Photographs of displays
- Records of the SCARF Subject Leader's monitoring: scrutiny of work and lesson observations
- Annotated photographs
- Videos of presentations etc.
- Teacher's unit assessments

The following can all contribute to assessment:

- children themselves through self-assessment and peer assessment;
- teachers through observation and assessment of class work;
- special projects and events;
- other adults such as teaching assistant and visitors.



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Monitoring and Reporting

SCARF will be monitored throughout the school by SCARF Subject Leaders who will be responsible for gathering samples of curriculum work.

The Subject Leaders for SCARF at Lancaster Christ Church are Mr Ben Maunder.

The monitoring of SCARF may involve collaboration between:

- The SCARF Subject Leaders and the Headteacher
- The SCARF Subject Leaders and Key stage Leaders
- Teaching staff
- The SCARF Subject Leader and SCARF Subject Leaders in other local schools

The SCARF Subject Leader will also monitor SCARF journals and/or folders to ensure that the agreed Programmes of Study are being effectively taught and matched to the needs and abilities of all pupils.

Lessons will also be monitored to help promote quality of learning and standards of achievement in SCARF and to ensure good practice is shared.

The provision for SCARF in school will be regularly evaluated by:

- The SCARF Subject Leader
- The Headteacher
- Staff
- Governors

And most importantly,

- The children themselves

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

SCARF will be reported upon at least annually to governors by means of report from the Subject Leader and from the nominated curriculum governor.

The nominated governor for SCARF at Lancaster Christ Church is **Mrs Sarah Shepherd**.

Policy Development and Review

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:



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1. Review – a member of staff or working group gather all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to a questionnaire about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed every three years.

Related Documents

- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers – Department for Education (2019).

This policy was agreed by the Board of Governors of Christ Church Church of England Primary School on: 4th November 2025

The scheduled review date of this policy is: November 2028.

Signed: (On behalf of the Governing Body)

Date:



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REVIEW

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	February 2020
2	Removal of AGT section with some points linked into the inclusion section; changes to the EYFS section in line with the new EYFS framework (2021); Aims section renamed Intent and reordered.	September 2021
3	Amendments made to Subject Leader and Nominated Governor	October 2023
4	Minor amendments to wording. Removal of 'Differentiation' section	November 2025



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Appendix A – Key Learning in Personal, Social and Emotional Development in the EYFS

Area of Learning and Development PSED

Education Programme for PSED		
Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		
Self-Regulation ELG	Managing Self ELG	Building Relationships ELG
Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.



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Key Learning Linked to PSED - Self-Regulation	Key Learning Linked to PSED - Building Relationships
• Express feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements. • Communication – make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar. Recall experiences, initiate an apology when appropriate. • Respond – Follow instructions, requests, and ideas in a range of contexts and situations. • Understand feelings – talk about and discuss with others how they feel; explain why they are experiencing particular feelings. • Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, deal with anger and frustration, negotiate with others to solve simple problems. • Understand how others feel – show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. • Active learning – engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress.	• Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help. • Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration. • Use language – to negotiate, co-operate, plan and organise play, resolve conflict. • Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others. • Recognise the needs of others - show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. • Communication – use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others, speak to peers and adults and engage in discussions in a positive way, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.