

Intent

At the Federation of Broughton and West Tytherley Primary Schools, SCARF is central to our commitment to nurturing confident, healthy and resilient learners. Through high-quality, inclusive Relationships, Health and Life Education, we empower every child — including those with SEND — to understand themselves, respect others and make safe, positive choices.

We hold high expectations for all pupils, believing that every child can succeed when teaching is accessible, adapted and rooted in strong relationships. SCARF supports our Federation vision by promoting wellbeing, inclusion and ambition, ensuring that all children are equipped with the knowledge, skills and confidence they need to thrive in school and in life.

Through our PSHE curriculum, we aim for children to develop a strong sense of self-worth and belonging while learning how to build and maintain positive, respectful relationships. Children are taught to recognise and manage their emotions, develop resilience, understand how to keep themselves physically and mentally healthy, and know when and how to seek help.

We want our children to become increasingly confident in expressing their views, listening to others and understanding that people, families, beliefs and experiences can be different. Through age-appropriate Relationships and Health Education, children develop the knowledge and vocabulary they need to understand growing and changing, personal boundaries, consent, online safety and healthy relationships.

Our SCARF curriculum supports children in becoming responsible, respectful members of their school and wider community. It provides them with the foundations to make informed decisions, embrace challenge and contribute positively to the world around them.

Implementation

PSHE is taught through SCARF – Safe, Caring, Achieving, Resilient and Friendly – providing a clear, progressive curriculum from EYFS to Year 6. Learning is carefully sequenced so that key knowledge, vocabulary and skills are introduced at an age-appropriate level and revisited and developed as children progress through the Federation.

Teachers use the SCARF programme to provide consistent, high-quality teaching while adapting learning to meet the needs of their individual classes. Lessons are inclusive and accessible, with appropriate adaptations and additional support provided for pupils with SEND. Teachers create safe, respectful learning environments in which children feel able to contribute, ask questions and explore sensitive issues appropriately.

Children know when they are taking part in a SCARF lesson and use agreed circle rules to establish expectations for listening, respect and participation. Lessons include opportunities for discussion, reflection, collaboration, role play and practical learning, enabling children to explore concepts in meaningful and age-appropriate ways.

Learning is assessed through marking and post-learning opportunities, discussion and teacher assessment. LEARN memory maps support children in recalling and connecting important knowledge, while class SCARF books provide a record of the learning journey and celebrate children's responses, discussions and experiences.

SCARF learning extends beyond individual lessons and is embedded within the wider life and ethos of both schools. Assemblies, our Federation learning values, Rights Respecting work and opportunities for pupil voice reinforce key messages about relationships, respect, responsibility, resilience and belonging.

Our Well-being Wheel further strengthens this approach, helping children make meaningful connections between PSHE and the five ways to wellbeing: Connect, Give to Others, Create or Do Something New, Be Active and Take a

Mindful Moment. These connections are made throughout school life so that wellbeing is understood as something children actively develop and maintain rather than something explored only within individual lessons.

Through consistent teaching, strong relationships and a whole-school approach, SCARF ensures that children leave our Federation with an increasingly secure understanding of themselves and others, the confidence to seek support when they need it, and the knowledge and skills required to make safe, healthy and respectful choices.

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