All Saints CofE First School
PSHE and RSHE Whole-School Curriculum Overview
SCARF Two-Year Rolling Programme

Vision and Values

A Christian, Caring Community

All Saints' C of E First School is a loving family where everyone is inspired to be the best they can be in order to flourish as children of God. We aim to nurture all those who learn and work in our school, and instil Christian values that will be carried with them through life's journey and inspire them to make a positive contribution to the community.

"God has given each of you a gift. Use it to help each other." Peter 4:10
"Whatever work you do, do your best." Ecclesiastes 9:10

PSHE and RSHE Curriculum Intent

At All Saints' CE First School, we believe that Personal, Social, Health and Economic (PSHE) education and Relationships and Health Education (RSHE) are fundamental in enabling children to become healthy, independent, respectful and responsible members of society.

Through our PSHE and RSHE curriculum, we aim to provide children with the knowledge, skills and vocabulary they need to build positive relationships, keep themselves safe, understand and manage emotions, celebrate diversity and develop resilience.

Our curriculum supports children to flourish academically, socially, emotionally and spiritually within a nurturing Christian environment. We encourage children to show compassion, kindness, honesty and respect towards themselves and others whilst preparing them to participate positively in the wider community and modern society.

The curriculum promotes:

- *emotional wellbeing and mental health*
- *positive relationships and friendships*
- *safeguarding and personal safety*
- *healthy lifestyles and self-care*
- *diversity, inclusion and respect*
- *online safety and digital awareness*
- *resilience and confidence*
- *citizenship and responsibility*

Curriculum Structure

All Saints' CE First School delivers PSHE and RSHE through the SCARF programme developed by Coram Life Education.

The school delivers SCARF through a carefully sequenced two-year rolling programme to support mixed-age class organisation and collaborative Key Stage planning. Statutory content is mapped progressively across the cycle to ensure full coverage, age-appropriate learning and clear progression in knowledge and skills.

Some age-sensitive content may be revisited annually or delivered to specific year groups where appropriate to support safeguarding, developmental readiness and statutory expectations.

This structure ensures:

- progression across Nursery to Year 4
- consistent vocabulary and themes across the school
- collaborative planning within Key Stages
- full statutory coverage without unnecessary repetition
- flexibility to support mixed-age class structures

The programme is organised into six whole-school units taught consistently across all phases:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Respect
- Being My Best
- Growing & Changing

Phase Structure

Phase	Classes
EYFS	Nursery and Reception
KS1	Year 1, Year 1/2, Year 2
LKS2	Year 3, Year 3/4, Year 4

EYFS Approach

Nursery and Reception follow the same whole-school themes and learning focus throughout the year.

Reception classes access the formal SCARF curriculum materials and lesson sequence.

Nursery children follow the same themes through:

- provision-based learning
- stories and role play
- circle time discussions

- adult-led activities
- continuous provision opportunities

Learning in EYFS focuses on:

- recognising and managing feelings
- friendships and kindness
- family and relationships
- staying safe
- healthy choices
- growth and change

Two-Year Rolling Programme Overview

Cycle Year	KS1 Coverage	LKS2 Coverage
Year A	Year 1 SCARF Units	Year 3 SCARF Units
Year B	Year 2 SCARF Units	Year 4 SCARF Units

Progression Across the Curriculum

The curriculum is carefully sequenced to ensure children build upon prior learning throughout the two-year cycle. Pupils revisit key themes whilst developing deeper understanding and maturity as they move through the school.

Children progressively develop:

- emotional literacy
- resilience and confidence
- relationship skills
- understanding of safety and safeguarding
- respect for diversity and inclusion
- awareness of healthy lifestyles
- independence and responsibility
- understanding of change and growing up

Safeguarding and Statutory Compliance

SCARF resources support our delivery of PSHE and statutory Relationships and Health Education. Teaching is reviewed in line with current statutory guidance and safeguarding requirements.

The curriculum supports statutory Relationships Education and Health Education and contributes to wider school provision for:

- Relationships Education
- Health Education
- safeguarding
- online safety
- emotional wellbeing
- British Values
- SMSC development

Age-appropriate safeguarding themes are embedded throughout the curriculum, including:

- trusted adults
- privacy and consent
- speaking out and help-seeking
- online safety

- healthy relationships
- personal safety

Some age-sensitive content may be revisited annually or delivered to specific year groups where appropriate to support safeguarding, developmental readiness and statutory expectations.

Sensitive content is carefully sequenced across the school to ensure learning is age-appropriate, developmentally appropriate, and rooted in safeguarding principles.

Teaching is adapted appropriately to meet the needs of all pupils, including pupils with SEND.

Inclusion and Adaptive Teaching

At All Saints' CE First School, we believe PSHE and RSHE education should be inclusive and accessible to all pupils.

Teaching is adapted appropriately to:

- meet the needs of all learners
- support SEND pupils
- reflect pupils' lived experiences
- ensure accessibility of vocabulary and concepts
- support emotional regulation and wellbeing

Teachers use discussion, visuals, stories, role play and practical activities to support understanding and participation.

Assessment

Assessment in PSHE and RSHE is formative and ongoing.

Teachers assess pupils through:

- discussion and pupil voice
- observations
- retrieval opportunities
- class reflections
- participation in learning activities

Assessment is used to inform future teaching and support pupils' personal development.

Monitoring and Review

The PSHE and RSHE subject leader monitors curriculum implementation through:

- pupil voice
- planning scrutiny
- learning walks

- discussions with staff
- curriculum review

The curriculum is reviewed regularly to ensure it continues to meet the needs of pupils and reflects current statutory guidance.

Document Information

Document Owner	PSHE Lead
Approved by	SLT / Governing Body
Review Cycle	Annual
Next Review	Summer 2027