



St Stephen Churchtown Academy Personal Development Programme



Aspect	Early Years	Key stage 1	Key stage 2
<p>PSHE Pupils' wider safety</p> <ul style="list-style-type: none"> • Content on common risks (roads, fire, using equipment, medicines, strangers). 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places.</p> <p>Nursery – SCARF</p> <ul style="list-style-type: none"> • People who help me and keep me safe • Safety Indoors and Outdoors • What's safe to go into my body <p>Reception – SCARF</p> <ul style="list-style-type: none"> • What's safe to go onto my body • Keeping Myself Safe - What's safe to go into my body (including medicines) • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.</p> <p>Year 1 – SCARF</p> <ul style="list-style-type: none"> • Super sleep • Who can help? (1) • Good or bad touches? • Sharing pictures • What could Harold do? • Harold loses Geoffrey <p>Year 2 – SCARF</p> <ul style="list-style-type: none"> • Harold's picnic • How safe would you feel? • What should Harold say? • I don't like that! • Fun or not? • Should I tell? 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.</p> <p>Year 3 – SCARF</p> <ul style="list-style-type: none"> • Safe or unsafe? • Danger or risk? • The Risk robot • Super Searcher • Help or harm? • Alcohol and cigarettes: the facts <p>Year 4 – SCARF</p> <ul style="list-style-type: none"> • Danger, risk or hazard? • How dare you! • Keeping ourselves safe • Raisin challenge (2) • Picture wise • Medicines: check the label <p>Year 5 – SCARF</p> <ul style="list-style-type: none"> • Spot bullying • Play, like, share • Decision dilemmas • Ella's diary dilemma • Vaping: healthy or unhealthy?



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			<ul style="list-style-type: none"> • Would you risk it? <p>Year 6 – SCARF</p> <ul style="list-style-type: none"> • Think before you click! • To share or not to share? • Rat Park • What sort of drug is...? • Drugs: it's the law! • Alcohol: what is normal?
<p>PSHE Economic understanding</p> <ul style="list-style-type: none"> • Choices about money, keeping it safe, saving vs spending, risks. 	<p>Recognising money (coins, notes). Using money in class for day-to-day activities (eg paying for fruit). Snack time in EYFS and KS1</p> <p>Nursery - SCARF Shopping linked to the role play area</p> <p>Reception - SCARF Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe</p>	<p>How money is obtained (earned, borrowed, won, gifts). Keeping money safe. Needs vs wants. Different jobs and how people are paid.</p> <p>Year 1 - SCARF Harold's money How should we look after our money?</p> <p>Year 2 - SCARF Harold Saves</p>	<p>Decisions about money. Spending vs saving. Loans and debt. Value vs cost. Risks (loss, theft). Keeping track of money. Keeping money safe.</p> <p>Year 3 - SCARF Can Harold afford it? Earning Money</p> <p>Year 4 - SCARF Harold's Expenses Why pay taxes?</p> <p>Year 5 - SCARF Spending Wisely Lend us a fiver</p> <p>Year 6 - SCARF What's it worth? Jobs and taxes</p>



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<p>PSHE Technology & media</p> <ul style="list-style-type: none"> Forms of media and their impact (reliability of online content, risks of sharing). 	<p>Learning to use technology in learning.</p>	<p>Finding information using technology. Ensuring adult supervision.</p>	<p>Finding information using technology. The reliability of online content. Risks of sharing text, information and images.</p>
<p>RSHE Relationships</p> <ul style="list-style-type: none"> Pupils supported to stay safe (healthy & unhealthy relationships, respect, permission, appropriate & inappropriate contact, kindness, different families). Content about risks (online, where to find advice, reporting concerns). Supporting pupils with SEND. 	<p>Nursery – SCARF</p> <ul style="list-style-type: none"> Marvellous me! I'm special People who are special to me <p>Reception - SCARF</p> <ul style="list-style-type: none"> All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2) 	<p>Year 1 – SCARF</p> <ul style="list-style-type: none"> Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends <p>Year 2 - SCARF</p> <ul style="list-style-type: none"> Our ideal classroom (1) How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that! Bullying or teasing? 	<p>Year 3 – SCARF</p> <ul style="list-style-type: none"> As a rule Looking after our special people How can we solve this problem? Tangram team challenge (OPTIONAL) Friends are special Thunks Dan's dare My special pet (OPTIONAL) <p>Year 4 – SCARF</p> <ul style="list-style-type: none"> Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings When feelings change (OPTIONAL) Under pressure <p>Year 5 – SCARF</p> <ul style="list-style-type: none"> Collaboration Challenge! Give and take Communication (OPTIONAL)



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			<ul style="list-style-type: none"> • How good a friend are you? • Relationship cake recipe • Our emotional needs • Being assertive <p>Year 6 – SCARF</p> <ul style="list-style-type: none"> • Working together • Let's negotiate (OPTIONAL) • Solve the friendship problem • Dan's day (OPTIONAL) • Behave yourself • Assertiveness skills (formerly Behave yourself - 2) • Don't force me • Acting appropriately
<p>RSHE Sex education</p> <ul style="list-style-type: none"> • Giving pupils knowledge to be well prepared for changes and for safe, healthy relationships. • Gender identity, using correct vocabulary, misconceptions corrected. 	<p>Nursery – SCARF</p> <ul style="list-style-type: none"> • Growing and changing in nature • When I was a baby • Girls, boys and families <p>Reception - SCARF</p> <ul style="list-style-type: none"> • Seasons • Life stages - plants, animals, humans • Life Stages: Human life stage - who will I be? • Where do babies come from? • Getting bigger • Me and my body - girls and boys 	<p>Year 1 – SCARF</p> <ul style="list-style-type: none"> • Healthy me • Then and now • Taking care of a baby • Who can help? (2) • Surprises and secrets • Keeping privates private <p>Year 2 - SCARF</p> <ul style="list-style-type: none"> • A helping hand • Sam moves away • Haven't you grown! • My body, your body • Respecting privacy • Some secrets should never be kept 	<p>Year 3 – SCARF</p> <ul style="list-style-type: none"> • Relationship tree • Body space • None of your business! • Secret or surprise? • My changing body • Basic first aid <p>Year 4 – SCARF</p> <ul style="list-style-type: none"> • Moving house • My feelings are all over the place! • All change! • Preparing for changes at puberty (formerly Period positive/preparing for periods)



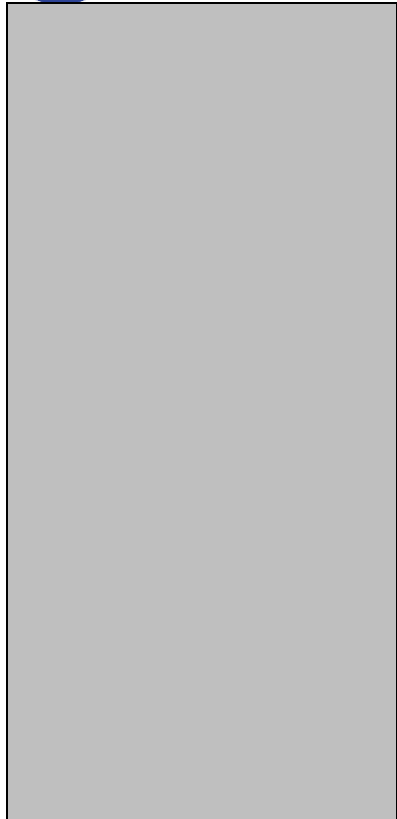
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			<ul style="list-style-type: none"> • Secret or surprise? • Together <p>Year 5 – SCARF</p> <ul style="list-style-type: none"> • How are they feeling? • Taking notice of our feelings • Dear Ash • Growing up and changing bodies • Changing bodies and feelings • Help! I'm a teenager - get me out of here! <p>Year 6 – SCARF</p> <ul style="list-style-type: none"> • I look great! • Media manipulation • Pressure online • Helpful or unhelpful? • Managing change • Is this normal? • Making babies
<p>RSHE Physical health & well-being</p> <ul style="list-style-type: none"> • Healthy eating. • Physical health/fitness. • Oral hygiene, sleep, sun protection, dangers of tobacco drugs & alcohol. • Basic first aid. 	<p>Nursery – SCARF</p> <ul style="list-style-type: none"> • What does my body need? • I can keep trying • I can do it! <p>Reception - SCARF</p> <ul style="list-style-type: none"> • Bouncing back when things go wrong • Yes, I can! • Healthy eating • My healthy mind • Move your body 	<p>Year 1 – SCARF</p> <ul style="list-style-type: none"> • I can eat a rainbow • Eat well • Harold's wash and brush up • Catch it! Bin it! Kill it! • Harold learns to ride his bike • Pass on the praise! <p>Year 2 - SCARF</p> <ul style="list-style-type: none"> • You can do it! • My day 	<p>Year 3 – SCARF</p> <ul style="list-style-type: none"> • Derek cooks dinner! (healthy eating) • Poorly Harold • Body team work • For or against? • I am fantastic! • Top talents <p>Year 4 – SCARF</p> <ul style="list-style-type: none"> • What makes me ME! • Making choices



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- [A good night's sleep](#)

- [Harold's postcard - helping us to keep clean and healthy](#)
- [Harold's bathroom](#)
- [What does my body do?](#)
- [My body needs... \(OPTIONAL\)](#)
- [Basic first aid](#)

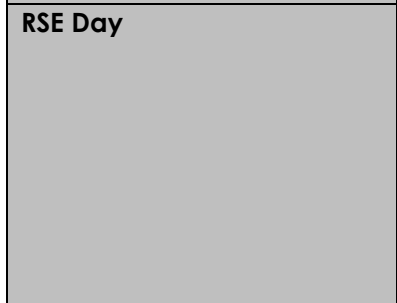
- [SCARF hotel](#)
- [Harold's Seven Rs](#)
- [My school community \(1\)](#)
- [Basic first aid](#)

Year 5 – SCARF

- [It all adds up!](#)
- [Different skills](#)
- [My school community \(2\)](#)
- [Independence and responsibility](#)
- [Star qualities?](#)
- [Basic first aid, including Sepsis Awareness](#)

Year 6 – SCARF

- [This will be your life!](#)
- [Our recommendations](#)
- [What's the risk? \(1\)](#)
- [What's the risk? \(2\)](#)
- [Basic first aid, including Sepsis Awareness](#)
- [Five Ways to Wellbeing project](#)



RSE Day 2024

Theme: Embracing Change

Date: Thursday 29th June



[RSE Day 2024 Embracing Change.docx](#)



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Citizenship	Right and wrong	Right and wrong The need for rules Different groups & communities	Democracy and its institutions Voluntary community and pressure groups The range of different national, regional, religious and ethnic identities in the UK.
Development of character <ul style="list-style-type: none"> • Ethos of aspiration. • High expectations to fulfil potential. • Wider opportunities. • Pride in the school. • Strong self-discipline. • Consideration, respect, good manners. • Promotion of positive character traits and celebration of these. 	<p>Aspiration is the fourth pillar – school curriculum. In all topic-based/foundation curriculum lessons, aspirations feature on the slides and the lessons are linked to real life purposes.</p> <p>Behaviour and conduct is good across the school there is high expectation for all pupils, including those who are disadvantaged or/or have special educational needs. Children speak highly of the school and are proud to be a member of it.</p> <p>Pupils have access to a wide-range of wider opportunities through clubs, trips, visits and visitors to the school. These opportunities also include wider experiences from inside the Trust such as: The Outdoor Lead leading forest school and conservation project sessions.</p> <p>Our school ethos promotes respect and good manners and staff acknowledge this in a positive manner.</p> <p>Celebrations are in place to celebrate positive traits and success – purple certificates, celebration assembly and 'in it to win it'. Pupils have the chance to lead in areas of the school such as Reading Ambassadors, School Council, Well-being leaders and Playtime leaders.</p>		
Wider opportunities <ul style="list-style-type: none"> • To develop pupils' interests. • To further develop character/citizenship (meaningful voluntary work and taking on responsibilities in school and the local community). 	<p>See Trips, Visits and Experiences document - Trips, Visits and Experience 2023-2024.docx</p> <p>See individual Clubs monitoring document Spring Club Analysis.xlsx</p> <p>Summer Clubs Term 1 2024.xlsx</p> <p>See local context curriculum links document - Local Links V2.docx</p> <p>See safeguarding in the curriculum document - Safeguarding in the Curriculum.docx</p>		



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- Is there a good take-up by disadvantaged pupils and those with SEND?
- Is there sustained participation?
- Is there a good range of lunchtime and/or after-school clubs?
- Are curricular visits designed to ensure that pupils learn what is intended from the trip?

British values

- Democracy, the rule of law, individual liberty and mutual tolerance and respect.
- Are pupils taught that these values are precious and not seen across the world?
- Can pupils describe what life would be like (in an age-appropriate manner) what life would be like without one or more of these values?
- Does the school ensure that British values are not

Coverage Autumn 1 2023



Week	News Story	Focus Question	British Value Link	Protective Characteristics	UN Article
28 th August	The use of dogs in schools and classrooms is becoming increasingly common, with 'therapy dogs' - as they are often referred to - being used to help pupils feel calmer and less anxious.	Can pets make good companions in schools?	Individual Liberty	Religion or Belief	
4 th September	Almost ten years ago, 44-year-old Torbjørn Pedersen from Denmark left his job and family behind to begin a life-changing journey. His goal was to visit every country in the world without flying on a plane. In May this year, Pedersen successfully visited his 203rd and final country, the Maldives.	What can we learn from new adventures?	Individual Liberty	Race	
11 th September	In Canada, the government in the province of Ontario is set to pass a new law that will make it compulsory for children aged 12 and under to wear lifejackets on boats.	Should lifejackets be compulsory for all on open water?	Rule of Law	Age	
18 th September	More than 100 schools across the UK have been affected by a potentially dangerous concrete used in their construction between the 1950s and the mid-90s.	Is a school more than just a building?	Mutual Respect and Tolerance	All	
25 th September	In recent weeks, both India and Russia's space agencies have tried to send unmanned missions to the lunar South Pole. Whilst Russia's shuttle crashed into the Moon's surface, after spinning out of control, India has become the first nation to land near the Moon's South Pole.	How important is space exploration?	Individual Liberty	Race	
2 nd October	The 2024 edition of the Guinness World Records has been released. This year, over 30,000 applicants submitted their achievements, but only 2,638 records were selected for the edition, which features more than 80% new and updated records.	Can anyone break a world record?	Mutual Respect and Tolerance	Religion or Belief	
9 th October	October is Black History Month in the UK. This year's theme is 'Saluting our Sisters' - highlighting the role Black women have played in shaping history, inspiring change, and building communities in the UK.	How does change happen?	Democracy	Race	
16 th October	The tree at the centre of the world-famous 'Sycamore Gap' on Hadrian's Wall, England, has reportedly been deliberately felled on the night of 28th September and was discovered by walkers the next morning.	How can we remember things that were important to us?	Individual Liberty	Religion or Belief	

Coverage Autumn 2 2023



Week	News Story	Focus Question	British Value Link	Protective Characteristics	UN Article
6 th November	A study, conducted by the government and backed by the Money and Pensions Service, has estimated that around 5.4 million children in the UK do not have the money skills they will need in adulthood.	How important is it to understand money?	Individual Liberty	Age	
13 th November	A new robot called Digit, designed to be human-like and that is capable of lifting and moving items, is being tested in warehouses of the online retailer, Amazon.	Are there some jobs robots could never do?	Mutual Respect and Tolerance	Religion or Belief	
20 th November	Community centres, libraries, businesses, and churches across the UK have been set up as free warm spaces to help provide warmth and companionship during the winter months.	How can we show compassion to others?	Mutual Respect and Tolerance	Age	
27 th November	Scientists have found more flowering plants, moss, and algae in Antarctica in the last 10 years than usually grow in 50 years, and the extent of floating sea ice there has hit record lows.	Who is responsible for Antarctica?	Individual Liberty	Religion or Belief	
4 th December	Scientists monitoring a volcano in Iceland have said an eruption could happen within days. The Fagradalsfjall volcano previously erupted two years ago, in 2021 - the first time in over 800 years.	What is it like to live through an uncertain time?	Rule of Law	Race	
11 th December	British litter-pickers have become world champions in the Litter-Picking World Cup (also known as the SpoGomi World Cup) after sifting through nearly 60 kilograms of rubbish in the Japanese capital to win the first-ever contest of its kind.	What is rubbish?	Individual Liberty	Religion or Belief	
18 th December	Twinpikie Way, a street in York, is also known as Twinklepikie Way as usually in December, every home is lit up with incredible festive lights to raise money for charity. After 20 years and raising over £100,000 for charities, the homeowners have collectively decided that it's time for a break this year.	Are decorations an important part of celebrations?	Democracy	Age	



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presented in a stereotypical manner with just cups of tea and Big Ben?

Coverage Spring 1 2024



Week	News Story	Focus Question	British Value Link	Protected Characteristics	UN Article
8 th January	10-year-old Teddy Cottle from Oxfordshire has launched a petition calling for Apple to change the glasses emoji, also known as the 'nerd' emoji, as he says it gives the wrong impression of glasses-wearers.	Are emojis an important part of communication?	Mutual Respect and Tolerance	All	
15 th January	A study from the University of Valencia, in Spain, found that print reading could boost skills by six to eight times more than digital reading, for example, on an e-reader or tablet.	Is an e-reader better than a book?	Individual Liberty	Religion and Belief	
22 nd January	Motorists in Britain could be completing journeys using driverless cars by 2026 the transport secretary, Mark Harper, has predicted.	Will self-driving vehicles change our lives?	Rule of Law	Disability	
29 th January	A new BBC television programme, called Style It Out, gives nine young promising fashion designers from all over the UK the chance to compete in designing different outfits. The winner will have their clothes showcased at London Fashion Week.	Is fashion important?	Individual Liberty	Religion and Belief	
5 th February	45-year-old Mar Galcerán from Spain has become the country's first elected parliamentarian with Down's syndrome.	What makes someone inspirational?	Democracy	Disability	
12 th February	Pupils in England will have the choice to take a GCSE exam in British Sign Language (BSL) from 2025. BSL is a form of communication using hand gestures and other movements.	Should we learn sign language at school?	Mutual Respect and Tolerance	Race	

Coverage Spring 2 2024



Week	News Story	Focus Question	British Value Link	Protected Characteristics	UN Article
19 th February	Coca-Cola has announced it will temporarily be removing labels from Sprite and Sprite Zero drinks bottles to trial 'label-less' packaging.	How important is packaging?	Individual Liberty	Religion or Belief	
26 th February	In countries across Europe, including Romania, Belgium, France, Hungary, Poland and Greece, tractors have been blocking city streets and motorways as farmers protest against certain European Union (EU) rules.	How can you make your voice heard?	Democracy	Religion or Belief	
4 th March	Across the UK and Ireland, the charity, World Book Day, will be holding its annual celebration on Thursday 7 th March. The day is a chance to celebrate and encourage reading in schools and homes.	How do you think World Book Day should be celebrated?	Mutual Respect and Tolerance	Age	
11 th March	Ministers have confirmed plans to ban the use of mobile phones in English schools and have released guidance for headteachers. The guidance is not statutory and offers schools different ways to introduce the ban.	Should mobile phones be banned in all classrooms?	Rule of law	Religion or Belief	
18 th March	Many families travelled to Glasgow for an event that claimed to channel the magic of Charlie and the Chocolate Factory.	What's the best way to handle disappointment?	Individual Liberty	Religion or Belief	
25 th March	Poverty-fighting charity, Oxfam, recently released a new report on inequality and global corporate power. It found that the world's five richest people have more than doubled their fortunes from a combined total of £321 billion to £688 billion since 2020. The wealth of the poorest 60% (nearly five billion people), has fallen.	Should there be a limit on how rich one person can become?	Individual Liberty	Sex	

Inclusion and equality of opportunity

- No-one should be treated or thought of as less favourable because they belong to a specific group.
- Are pupils taught that not to be inclusive is to be unjust to some people?

Nursery – SCARF

- [Me and my friends](#)
- [Friends and family](#)
- [Including everyone](#)

Reception - SCARF

- [I'm special, you're special](#)
- [Same and different](#)
- [Same and different families](#)
- [Same and different homes](#)
- [I am caring](#)
- [I am a friend](#)

Year 1 – SCARF

- [Same or different?](#)
- [Unkind, tease or bully?](#)
- [Harold's school rules](#)
- [It's not fair!](#)
- [Who are our special people?](#)
- [Our special people balloons](#)

Year 2 - SCARF

- [What makes us who we are?](#)
- [My special people](#)
- [How do we make others feel?](#)
- [When someone is feeling left out](#)
- [An act of kindness](#)
- [Solve the problem](#)

Year 3 – SCARF

- [Respect and challenge](#)
- [Family and friends](#)
- [My community](#)
- [Our friends and neighbours](#)
- [Let's celebrate our differences](#)
- [Zeb](#)

Year 4 – SCARF

- [Can you sort it?](#)
- [What would I do?](#)
- [The people we share our world with](#)
- [That is such a stereotype!](#)



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			<ul style="list-style-type: none"> • Friend or acquaintance? • Islands <p>Year 5 – SCARF</p> <ul style="list-style-type: none"> • Qualities of friendship • Kind conversations • Happy being me • The land of the Red People • Is it true? • Stop, start, stereotypes <p>Year 6 – SCARF</p> <ul style="list-style-type: none"> • OK to be different • We have more in common than not • Respecting differences • Tolerance and respect for others • Advertising friendships! • Boys will be boys? - challenging gender stereotypes
			<p>Spiritual, Moral, Social and Cultural development</p>
<p>Effective pedagogy for PD</p> <ul style="list-style-type: none"> • Pupils revisit previous content. • Teachers check what pupils know. 	<p>Pupils revisit previous content.</p> <p>Teachers check what pupils know.</p> <p>Pupils' misconceptions are addressed.</p>		



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<ul style="list-style-type: none"> • Pupils' misconceptions are addressed. • Relationships are positive and respectful. 	<p>Relationships are positive and respectful.</p>
<p>Effective assessment</p> <ul style="list-style-type: none"> • Teachers check pupils' knowledge. • Formative assessment is timely and focused. • Pupils have secure knowledge across elements (British values, finances etc...). 	<p>Teachers check pupils' knowledge.</p> <p>Formative assessment is timely and focused.</p> <ul style="list-style-type: none"> - A range of assessment techniques are used to assess a child's understanding. Teachers effectively use questioning within lessons and transfer knowledge across the curriculum. <p>Pupils have secure knowledge across elements (British values, finances etc...).</p> <ul style="list-style-type: none"> - SCARF is a comprehensive scheme which covers all areas of learning, including SRE and finance. The British Values element is further developed through the use of Picture News which allows children the chance to engage with and debate on a current topical theme.
<p>Effective culture for PD</p> <ul style="list-style-type: none"> • Pupils are interested and engaged in the programme. • There are high expectations of what pupils can learn. • Content is supported by a package of wider opportunities. 	<p>Pupils are interested and engaged in the programme.</p> <ul style="list-style-type: none"> - BfL is good throughout lesson visits and pupil books demonstrate that they are reflective in their learning and this is applied across the curriculum. Example: pupils know that learning about resilience helps them to become better learners by enabling them to keep on trying if they make a mistake or do not know the answer. - <p>There are high expectations of what pupils can learn.</p> <p>Content is supported by a package of wider opportunities.</p>
<p>Effective leadership of PD</p> <ul style="list-style-type: none"> • Monitoring, evaluation and review. • Staff have good subject knowledge. • Strengths and weaknesses are identified. 	<p>Monitoring, evaluation and review</p> <ul style="list-style-type: none"> - The school has a Personal Development lead as well as an individual leader for PSHE and Picture News. - PSHE (SCARF) is well-implemented across the school and children can talk about their learning and how it impacts on their everyday life and choice - Picture News is well-implemented and allows pupils to understand how our British Values relate to current news and affairs. - Sex and Relationships Education is taught through SCARF. <p>Staff have good subject knowledge.</p>



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- There is clear continuity and progression from early years to Year 6.
- The aims of the PD programme are shared with parents.

Strengths and weaknesses are identified.

- Parent Voice
- Pupil Voice
- Current demographics

There is clear continuity and progression from early years to Year 6.

- Curriculum Overview is designed using the units from SCARF, including some of the suggested optional units to ensure good coverage of topics such as economics.

The aims of the PD programme are shared with parents.

- Shared on the school website
- SRE aims shared each year
- Parent survey yearly
- Trips and visits include purposeful links to the curriculum