

**1) *Our curriculum is designed with an EDI lens***

Our SCARF (Safety, Caring, Achievement, Resilience, Friendship) curriculum is designed with a strong commitment to equity, diversity and inclusion. It provides a coherently sequenced programme of PSHE education that is accessible to all children, regardless of background, identity or need. The curriculum reflects the diverse nature of modern British society and ensures that all children see themselves represented, while developing knowledge and understanding of others.

**2) *Our curriculum reflects our society***

Our SCARF curriculum reflects society because it is designed to teach children the values, skills, and behaviours needed to function in the modern world. For example, SCARF focuses on areas such as relationships, emotional wellbeing, and online safety, which are all important issues in today's society where children are growing up in a digital and diverse environment. This shows that the curriculum is shaped by real social challenges rather than just academic knowledge. Therefore, SCARF helps prepare children to become responsible, respectful, and resilient members of society by mirroring the expectations and values that exist outside of school

**3) *Our curriculum broadens horizons and incorporates multiple perspective***

Our PSHE curriculum, delivered through the SCARF programme (Safety, Caring, Achievement, Resilience, Friendship), broadens children's horizons by introducing them to a diverse range of people, relationships and life experiences. Through carefully planned units such as Me and My Relationships, Valuing Difference and Rights and Responsibilities, children explore different families, cultures, beliefs and communities in an age-appropriate way. The SCARF scheme explicitly incorporates multiple perspectives by encouraging children to consider how others may think, feel and experience situations differently. For example, in Valuing Difference, children learn to recognise and challenge stereotypes, while in Me and My Relationships they explore how behaviour and communication can be interpreted in different ways. This helps children to develop empathy and understand that there is not always a single viewpoint. Lessons are discussion-based and provide regular opportunities for pupil voice. Circle times, partner talk and scenario-based activities allow children to express their opinions and listen to others in a safe, respectful environment. This supports them in developing confidence to articulate their views while appreciating diversity. SCARF also promotes inclusion by representing a wide range of backgrounds and experiences within its resources. It challenges assumptions around gender roles, families and future aspirations, ensuring all children see themselves reflected while also learning about lives beyond their own experiences. Through its focus on wellbeing, relationships and living in the wider world, the curriculum helps children make sense of the world around them. It raises aspirations by exposing them to different possibilities and prepares them to be respectful, open-minded individuals who value difference and contribute positively to society.

**4) *Our curriculum prioritises emotional safety and is intentional in preventing emotional harm***

Our PSHE curriculum, delivered through the SCARF framework, is underpinned by a clear commitment to safeguarding and promoting children's emotional safety. We recognise that effective PSHE education must not only inform and educate, but also protect and nurture children's emotional wellbeing. As such, the curriculum is intentionally designed and delivered to prevent emotional harm and create a secure, respectful learning environment. The SCARF curriculum adopts a carefully sequenced, spiral approach, ensuring that sensitive topics are introduced in an age-appropriate and developmentally suitable manner. This prevents children from being exposed to content prematurely and supports gradual, confident engagement with increasingly complex themes. Teaching and learning are conducted within a framework of established ground rules that promote respect, confidentiality, and personal boundaries. Children are never required to disclose personal experiences, and all lessons make use of distancing techniques—such as fictional scenarios and third-person discussion—to allow exploration of sensitive issues without risk of embarrassment, distress, or exposure. A central aim of the curriculum is to develop children's emotional literacy, resilience, and self-regulation. Children are supported to understand and manage their emotions, recognise when they need help, and develop positive coping strategies. This proactive approach strengthens emotional wellbeing and reduces vulnerability to harm. The curriculum is fully inclusive and promotes respect for diversity in all its forms. It actively challenges prejudice, supports a sense of belonging, and fosters a safe environment in which all children feel valued and respected. Staff are provided with clear guidance to ensure that sensitive topics are handled appropriately and consistently, in line with safeguarding procedures. Children are given autonomy within lessons, including the right to pass, reflect privately, and engage at a level that feels safe for them.

**5) *Our curriculum actively challenges stereotypes and discrimination***

The SCARF curriculum actively challenges stereotypes and discrimination by promoting respect, inclusion, and understanding of diversity throughout all areas of learning. It helps children recognise and question stereotypes, particularly around gender, culture, and ability, and encourages them to think critically about fairness and bias. Through age-appropriate discussion, role-play, and real-life scenarios, children develop empathy and learn how discrimination can affect others. The curriculum also reinforces the importance of respectful language and positive relationships, supporting children to value differences and treat everyone fairly. In doing so, SCARF contributes to creating an inclusive school culture where discrimination is challenged and diversity is respected.