



Subject intent Our PSHCE and RSE (SCARF) curriculum develops the qualities, skills and attributes children need to thrive as individuals, family members and members of society both now and in the future. It has been carefully designed to develop confidence, resilience and self-esteem and provide all children with the skills and knowledge needed to live healthy, safe, productive, responsible and balanced lives, make informed choices and identify and manage risk. Children’s emotional and physical wellbeing helps them to thrive, both academically and socially, in preparation for adulthood.

If you were to walk into a PSHCE or RSE lesson at Esher Church School you would see: All classes taking part in SCARF lessons which provide all children at ECS opportunity to: Improve their social skills and collaborative learning. Each pupil would be actively engaged in a combination of active learning approaches such as: discussion, role play, circle time, draw and write activities, learning through stories and reflection on their own learning and personal development. The units covered throughout the school in every year group are: Me and my relationships, valuing difference, keeping safe, rights and respect, being my best and growing and changing.

Successes in 2024-2025

- Introduction of the ‘SCARF’ scheme of work for all year groups for PSHCE and RSE.
- Anti-Bullying Week (including Odd Socks Day)
- World Mental Health Day (Hello Yellow)
- Being awarded distinction in the International Eco Schools Award
- School Parliament invited to visit the Houses of Parliament.
- Whole school assemblies led by PSHCE subject leads (SCARF, Hello Yellow) and also by key groups of children (School Parliament- Anti Bullying, Playground Friends and Eco Team, Faith Team)
- Whole School Circle time to discuss issues across the whole school and further enhance Pupil Voice
- Year 6 Prefects leading key areas of school life.

Pupil Premium, British Values, challenge and SEND (implementation)

- Collaboration in SCARF lessons encourages children to listen actively to one another, respect differing views, and support each other in developing emotional literacy, empathy, and understanding. Lessons celebrate our uniqueness and our place within a community—whether family, school, local, or global.
- Children are encouraged to demonstrate respect, acceptance, and a sense of belonging when exploring themes around family, relationships, different cultures, and communities.
- Children work democratically to complete tasks such as role plays, games, and dialogues—valuing each other’s contributions and celebrating progress.
- Children learn about democracy through class elections and by presenting their views to the School Parliament, Eco Team, and Faith Team.
- Weekly Picture News collective worship explores all British Values and links them to current events, helping children understand their role in the world around them.
- Pupil voice and representation enhance leadership opportunities across the school.
- Lessons and activities are adapted to meet individual needs, ensuring inclusivity and accessibility for all learners.
- Difference is celebrated through events such as Dyslexia Week, Neurodiversity celebrations, Anti-Bullying Week, World Mental Health Day, and Black History Month.

Priorities for 2025-2026

- Receiving the UNICEF Rights Respecting Schools Award (RRSA)
- Active Travel Plan that reflects ECS’ belief in the need for sustainable travel for its community.
- Receiving the MODESHIFT – STARS Award
- Receive distinction for the International Eco Schools Award 2025-6
- Consider the introduction of Floor books
- Gather feedback from each year group regarding any challenges in delivering the new SCARF curriculum for both PSHCE and also RSE.
- Establish areas for PD for both PSHCE and RSE through needs assessment of staff, feedback, drop ins, book scrutiny, pupil voice.
- Explore ways to support parents and foster a home-school approach regarding topics and areas covered in SCARF.

Parental engagement (implementation) • Parents/Carers informed of RSE curriculum content through Year Group parent information meetings (Sept 2025) and documentation of coverage of RSE for every year group sent home via WEDUC and shared on the website • Drop – in advice and Q&A planned for the Autumn term to share RSE curriculum materials and answer questions and address any concerns. • Parent/Carer Curriculum workshop for SCARF planned Autumn term to inform parents of our new SCARF curriculum. • Information shared with parents/carers on Online Safety • Half termly open afternoons for parents/carers and children to share their learning. • Parents/Carers are invited into school for class collective worship which includes celebration of SCARF learning. • Feedback from parents/carers about ways we can further support them and foster a home-school approach regarding topics and areas covered in SCARF.	Monitoring, observation, and validation, including pupil voice considering progression (impact) • Regular monitoring of books and gather evidence through pupil voice to establish engagement and enjoyment in SCARF lessons. • Conduct drop-ins with teachers to ensure planned activities are being delivered effectively and that the intended skills and progression are consistently implemented. • Ensure that pre unit and post unit assessments are consistently completed by pupils and recorded in their SCARF books for reference and assessment purposes.	Professional development opportunities Staff-meetings and INSET to support the implementation of new SCARF curriculum for PSHCE and RSE. INSET (Jan 2026) to introduce and support all staff with the implementation of UNICEF RRSA. Follow up PD where required once needs assessment carried out. All Staff have access to the webinar library on the SCARF Portal for in-depth training. RSE Drop- in clinic (April 2026) for teaching staff Observe high-quality PSHCE and RSE lessons delivered through SCARF to gain insight into effective teaching strategies and build confidence in using the structured resources to support lesson delivery. Coaching approach implemented
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