



## WINNERSH PRIMARY SCHOOL

### SCARF PSHE (Personal Social, Health Education) Policy

#### *Incorporating Relationships and Sex Education*

#### 1. Introduction

Winnersh Primary School subscribes to SCARF. This is a comprehensive whole school programme for PSHE that provides a fully planned scheme of work, giving children relevant learning experiences to develop positive relationships. It has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. The school has adapted the SCARF materials so that they meet the needs of our pupils, including links with other areas of the curriculum.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Relationships and Health Education is also a statutory requirement for primary school pupils, and this has been incorporated into our PSHE Policy. The SCARF Programme covers all aspects of Relationships and Health Education in an age-appropriate way, ensuring that both boys and girls are prepared for the changes adolescence brings. If there are any gaps, SCARF will provide the school with materials to ensure all statutory duties are fulfilled. This SCARF PSHE policy is informed by existing DfE guidance on Sex and Relationship Education, Preventing and Tackling Bullying, Drug and Alcohol Education and Safeguarding.

#### 2. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral

curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

### **3. Content and Delivery**

At Winnersh Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices<sup>1</sup>. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, works in conjunction with teaching staff in each year group and the phase leads (EYFS, Lower Phase and Upper Phase) and is responsible for ensuring that all staff are

equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

### **Objectives and Pupil Learning Intentions**

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

A detailed long-term plan can be found in the appendix.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

PSHE lessons are taught by class teachers once a week in timetabled PSHE slots. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. SCARF is designed as a whole school approach, with all year groups working on the same theme at the same time. This enables each theme to start with an introductory assembly, generating a whole school focus for adults and children alike

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

#### **4. Differentiation**

SCARF is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, units suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

## 5. Roles and Responsibilities

- **The Governing Body**

The governing board has delegated the approval of this policy to the Teaching, Learning and Assessment Committee.

- **The Headteacher**

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

- **Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way.
- Modelling positive attitudes to PSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.

- **Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. Ground rules are agreed at the beginning of each year as follows:

- We take turns to speak.
- We use kind and positive words.
- We listen to each other.
- We have the right to pass.
- We only use names when giving compliments or when being positive.
- We respect each other's privacy (confidentiality).

- **Parents and Carers**

The school believes that it is important to have the support of parents and carers for the SCARF PSHE programme. Parents and carers are given the opportunity to find out about the SCARF PSHE programme in a variety of ways such as parent forums, information evenings and newsletter articles.

## 6. Assessment

We use three methods of monitoring and assessing learning within PSHE at Winnersh Primary School:

### **SCARF Progress**

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

### **SCARF Success**

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

### **Wearing my SCARF**

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

## **7. Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how

to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## **8. Protected Characteristics**

The Equality Act came into force in 2010 to protect everyone, including children and young people, from discrimination and to advance equality and opportunity for all. It protects people against discrimination, harassment and victimisation in relation to housing, education, the provision of services, work and other areas of public life. It prohibits discrimination based on the following characteristics, usually referred to as 'protected characteristics':

- Age;
- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation.

Under Section 149 of the Act, schools have a duty to take active steps to eliminate discrimination and to take positive actions to promote equality.

At Winnersh Primary School we recognise how important it is that all children gain an understanding of the world that they are growing up in and show respect for a diverse range of people. We want our children to be prepared for their future lives in 21st century Britain. We actively promote the protected characteristics in our curriculum and work to embed them into our ethos, striving to ensure:

- There are no outsiders in our school;
- Everyone is different and unique;
- We embrace difference and diversity;
- Every member of our school community is valued equally.

Teaching and learning about protected characteristics is fully integrated into our PSHE curriculum, through age-appropriate content across the SCARF spiral curriculum.

However, some protected characteristics benefit from the in-depth coverage that will give children time to explore the knowledge and attitudes that will help them develop an appreciation of them. Lessons provide this greater depth to the relevant protected characteristics, but it's important to understand that teaching and learning about them threads through the vast majority of SCARF lesson plans.

## **9. Withdrawal from RSE Lessons**

Parents and carers have the right to withdraw their children from all Sex Education provided at school but not Relationships or Health Education, except for those parts included in statutory National Curriculum Science. Those parents and carers wishing to exercise this right are invited in to see the PSHE Coordinator and/or a member of the Senior Leadership Team who will explore any concerns and discuss any impact that withdrawal may have on the child.

Once a child has been withdrawn, they cannot take part in the specific sex education lessons programme until the request for withdrawal has been removed. Materials are available to parents and carers who wish to supplement the school's RSE programme or who wish to deliver RSE to their children at home.

## **10. Working with Parents and Carers**

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents and carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

## **11. Monitoring and Evaluation**

The PSHE Coordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes.
- Staff meetings to review and share experience.

This policy will be reviewed annually for the first few years after implementation but will then revert to being reviewed every three years (although the headteacher will always check the content annually)

## **12. Equalities Statement**



We note that we are required to have due regard to the Public Sector Equality Duty under Section 149 (1) Equality Act 2010 when exercising our function. We do not consider any issues which arise from this policy would have any negative impacts on equality and we have considered appropriately the need to advance equality and foster good relations.

Inclusive RSE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect.

## **Appendix 1: PSHE Content**

### **1. Relationship and Sex Education (RSE)**

#### **Definition of Relationship and Sex Education**

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing.

This is why the DfE recommends:

*"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

#### **Compulsory Aspects of RSE**

The sex education contained in National Curriculum Science (Key Stages 1–4) is compulsory in maintained schools.

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

## 2.Long Term PSHE Coverage

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health

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  - Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)
- RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

## SCARF RSE Content

Year Group	Learning Intention
Foundation	<p><b>Life stages- plants, animals and humans</b> Children understand that animals and humans change in appearance over time. They use relevant vocabulary such as egg, seed, baby, grow, change, old, and young (and the names for young animals). They make observations and ask questions about living things.</p> <p><b>Life stages; Human life stage- who will it be?</b> Children use the language and describe the different life stages of: baby, child, teenager, adult, older age, and talk about their own experience of growing up.</p> <p><b>Where do babies come from?</b> Children are introduced to the basics of human reproduction (not sexual intercourse). They understand that a baby is made by a woman and a man, and grows inside a woman’s tummy/womb. They recognise that every family is different and talk about the similarities and differences between themselves and others.</p> <p><b>Getting bigger</b> Children reflect on how they have changed as they have grown. They can explain the differences between babies, children, and adults, and understand that we are all unique.</p> <p><b>Me and My body- girls and boys</b> Children learn the names of parts of the body (including reproductive parts) using the correct vocabulary. They can explain which parts of their body are kept private and safe - and why. They know to tell or ask an appropriate adult for help if they feel unsafe.</p>
Year 1	<p><b>Taking care of a baby</b> Children will understand some of the tasks required to look after a baby, and how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, and feeding.</p> <p><b>Then and now</b> Children will start to identify things they could do as a baby and toddler as well as things they can do now. They can identify the people who help or helped them at these different stages.</p>

	<p><b>Keeping privates private</b></p> <p>Children will be able to identify parts of the body that are private and ways in which they can be kept private. They can identify people that it's ok to talk to about their private parts.</p>
Year 2	<p><b>Haven't you grown?</b></p> <p>Children can identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and describe some of the things that people are capable of at these different stages.</p> <p><b>My body, your body</b></p> <p>Children will recall which parts of their body are private. They will understand that genitals help make babies when we are older, and know that we mostly have the same body parts, but how they look is different from person to person.</p>
Year 3	<p><b>My changing body</b></p> <p>Children recall that babies come from the joining of an egg and sperm; and are introduced that their bodies might change due to puberty, using the correct vocabulary.</p>
Year 4	<p><b>My feelings are all over the place!</b></p> <p>Children understand how the onset of puberty can have an emotional as well as physical impact, recognise that this may lead to conflict with parents and learn how to compromise.</p> <p><b>All change!</b></p> <p>Children recall parts of the body that males and females have in common and those that are different, using the correct terminology for genitalia, and explain why puberty happens.</p> <p><b>Preparing for changes in puberty</b></p> <p>Children will explain how human reproduction (not sexual intercourse) occurs, know how and why periods and wet dreams occur, and how to manage both successfully.</p>
Year 5	<p><b>Help! I'm a teenager get me out of here!</b></p> <p>Children recall that puberty is an emotional as well as a physical change, how and why mood swings occur and how to manage their strong feelings.</p> <p><b>Growing up and changing bodies</b></p> <p>Children apply their knowledge of the various puberty changes, including menstruation, and identify some products that they may need during puberty, and why.</p> <p><b>Changing bodies and feelings</b></p> <p>Children will increase their vocabulary for the external sexual organs, as well as debunk some of the myths associated with various puberty changes.</p>

Year 6	<p><b>Is this normal?</b> Children will apply their knowledge of the physical and emotional changes experienced during puberty and list strategies that would help someone who felt challenged by these changes.</p> <p><b>Making babies</b> Children learn the variety of ways in which a couple can create a family (including through sexual intercourse), and how it can be prevented. They learn the legal age of consent and what it means.</p>

## SCARF Protected Characteristics Content

### Drug and Alcohol Education

#### Definition of 'Drugs'

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
  
  - All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
  
  - All over-the-counter and prescription medicines
- Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being. Moral and Values Framework
- The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:
- o Respect for self
  - o Respect for others
  - Responsibility for their own actions
  - o Responsibility for their family, friends, schools and wider community. -Taken from the old policy, SCARF do not include anything about drugs and alcohol in their model policy.