

Relationship and Sex Education (RSE) Policy



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Signed by Chair of LGB:	<i>Paul Gilts</i>

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Carrwood Primary School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to complete a questionnaire about RSE and the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

6. Delivery

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books

- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

The RSE curriculum will develop the children's knowledge and understanding, skills and attitudes. Lessons are taught weekly. Most teaching groups will be mixed gender but, if it is felt more appropriate, single sex groups may be formed. For puberty education in Year 5 and Year 6, some lessons may be delivered in a combination of mixed and single gender groups.

At Leading Learners Academy Trust, we respect the right of children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

The RSE policy at Carrwood Primary School promotes respect and value for each individual pupil. The DfE Guidance 2019 (p.15) states, 'Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics, (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity).' Schools within Leading Learners Academy Trust are free to determine how and when they teach the pupils about LGBT content (lesbian, gay, bisexual, transgender) and all pupils are taught the LGBT content at a timely point as part of the curriculum.

The RSE programme is relevant to both boys and girls and acknowledges different ethnic, religious and cultural attitudes. As a school, we consult children and parents/carers about their needs, take into account their views and promote respect for, and understanding of, the views of different ethnic and cultural groups. On average, about 5% of pupils will go on to define themselves as gay, lesbian or bisexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. The RSE programme acknowledges this and includes sensitive, honest, and balanced consideration of sexuality.

We ensure that our RSE is delivered at a level which is appropriate for the children's age and physical development and make adaptations for those children with special educational needs (SEND).

Across all key stages, children will be supported to develop the following skills as appropriate to their age:

- Communication skills

- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age-appropriate way. The school environment will reflect, value, and celebrate the diversity of friendships and relationships. Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with RSE policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

6.1 Inclusivity

We will teach about these topics in a manner that:

- › Considers how a diverse range of pupils will relate to them
- › Is sensitive to all pupils' experiences
- › During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- › Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- › Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches

- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

Throughout the year external partners may be invited in to school. We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

All members of teaching staff have a responsibility to teach RSE and staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All PHSE lessons will be taught by class teachers.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by subject leaders through:

- Planning scrutinies

- Learning walks
- Pupil voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the subjects leads annually. At every review, the policy will be approved by the governing body.

Appendix 1: Carrwood PSHE and RSE Curriculum map- long term

Carrwood Primary School PSHE Overview 2023 - 2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Petals	Safety Curriculum - Road Safety (stop meaning stop) - Dressing for the Weather - Keeping ourselves safe and managing own risks (eating, climbing, walking inside etc)			Petals Two Year Old Curricular Goals - Help others understand how I am feeling - Confident to talk to others - Show resilience when leaving key adults		
Nursery	Health and Wellbeing SCARF - Keeping myself safe Key Themes: Asking for help and staying safe at home	Relationships SCARF - Valuing Differences Key Themes: Recognising similarities and differences Caring for others	Health and Wellbeing SCARF - Being my Best Key Themes: Making healthy choices and being persistent	Relationships SCARF - Me and My Relationships Key Themes: Feelings and special people	Living in the Wider World SCARF - Rights and Respect Key Themes: Taking care	Health and Wellbeing SCARF - Growing and Changing Key Themes: Seasons and growing up
Reception	Health and Wellbeing SCARF - Keeping myself safe Key Themes: Asking for help, keeping healthy and staying safe around medicines	Relationships SCARF - Valuing Differences Key Themes: Recognising and respecting difference. Being kind and caring.	Health and Wellbeing SCARF - Being my Best Key Themes: Making healthy choices and being persistent	Relationships SCARF - Me and My Relationships Key Themes: Feelings and getting help	Living in the Wider World SCARF - Rights and Respect Key Themes: Taking care and making choices	Health and Wellbeing SCARF - Growing and Changing Key Themes: Life cycles and girls and boys
Year 1	Keeping safe 1) Super sleep 2) Who can help? (1) 3) Good or bad touches 4) Sharing pictures 5) What could Harold do? 6) Harold loses Geoffrey	Valuing difference 1) Same or different 2) Unkind, tease or bully 3) Harold's school rules 4) It's not fair! 5) Who are our special people? 6) Our special people balloons	Being my best 1) I can eat a rainbow 2) Eat well 3) Harold's wash and brush up 4) Catch it, bin it, kill it 5) Harold learns to ride his bike 6) Pass on the praise	Me and my relationships 1) Why we have classroom rules 2) How are you listening? 3) Thinking about feelings 4) Our feelings 5) Feelings and bodies 6) Good friends	Growing and changing 1) Healthy me 2) Then and now 3) Taking care of a baby 4) Who can help? (2) 5) Surprises and secrets 6) Keeping privates private	Rights and respect 1) Harold has a bad day 2) Around and about the school 3) Taking care of something 4) Harold's money 5) How should we look after our money? 6) Basic first aid
Year 2	Keeping safe 1) Harold's picnic 2) How safe would you feel? 3) What should Harold say? 4) I don't like that! 5) Fun or not? 6) Should I tell?	Valuing difference 1) What makes us who we are? 2) My special people 3) How do we make others feel? 4) When someone is feeling left out 5) An act of kindness 6) Solve the problem	Being my best 1) You can do it! 2) My day 3) Harold's postcard- helping us to keep clean and healthy 4) Harold's bathroom 5) What does my body do? 6) Basic first aid	Me and my relationships 1) Our ideal classroom 2) How are you feeling today? 3) Let's all be happy 4) Being a good friend 5) Types of bullying 6) Don't do that	Growing and changing 1) A helping hand 2) Sam moves house 3) Haven't you grown? 4) My body, your body 5) Respecting privacy 6) Some secrets should never be kept	Rights and respect 1) Getting on with others 2) When I feel like erupting 3) Feeling safe 4) Playing games 5) Harold saves for something special 6) How can we look after our environment?
Year 3	Keeping safe 1) Safe or unsafe? 2) Danger or risk? 3) The risk robot 4) Super searcher 5) Help or harm	Valuing difference 1) Respect and challenge 2) Family and friends 3) My community 4) Our friends and neighbours	Being my best 1) Derek cooks dinner! 2) Poorly Harold 3) Body teamwork 4) For or against 5) I am fantastic! 6) Top talents	Me and my relationships 1) As a rule 2) Looking after our special people 3) How can we solve this problem? 4) Friends are special	Growing and changing 1) Relationship tree 2) Body space 3) None of your business! 4) Secret or surprise 5) My changing body 6) Basic first aid	Rights and respect 1) Helping each other to stay safe 2) Recount task 3) Our helpful volunteers 4) Can Harold afford it? 5) Earning money
	6) Alcohol and cigarettes: the facts	5) Let's celebrate our differences 6) Zeb		5) "Stubbles" 6) Dan's dare		6) Harold's environment project
Year 4	Keeping safe 1) Danger, risk or hazard? 2) How dare you! 3) Keeping ourselves safe 4) Raising challenge (2) 5) Picture wise 6) Medicines: check the label	Valuing difference 1) Can you sort it? 2) What would I do? 3) The people we share our world with 4) That is such a stereotype! 5) Friend or acquaintance 6) Islands	Being my best 1) What makes me ME! 2) Making choices 3) Scarf hotel 4) Harold's seven Rs 5) My school community (1) 6) Basic first aid	Me and my relationships 1) Human machines 2) Ok or not ok? (1) 3) Ok or not ok? (2) 4) An email from Harold! 5) Different feelings 6) Under pressure	Growing and changing 1) Moving house 2) My feelings are all over the place! 3) All change! 4) Preparing for changes at puberty. 5) Secret or surprise? 6) Together	Rights and respect 1) Who helps us stay healthy and safe? 2) It's your right 3) How do we make a difference? 4) In the news! 5) Safety in numbers 6) Why pay taxes?
Year 5	Keeping safe 1) Spot bullying 2) Play, like, share 3) Decision dilemmas 4) Ella's diary dilemma 5) Vaping: healthy or unhealthy 6) Would you risk it?	Valuing difference 1) Qualities of friendship 2) Kind conversations 3) Happy being me 4) The land of the red people 5) Is it true? 6) Stop, start stereotypes	Being my best 1) It all adds up! 2) Different skills 3) My school community (2) 4) Independence and responsibility 5) Star qualities 6) Basic first aid, including sepsis awareness	Me and my relationships 1) Collaboration challenge! 2) Give and take 3) How good a friend are you? 4) Relationship cake recipe 5) Our emotional needs 6) Being assertive	Growing and changing 1) How are they feeling? 2) Taking notice of our feelings 3) Dear Ash 4) Growing up and changing bodies. 5) Changing bodies and feelings. 6) Help, I'm a teenager...get me out of here!	Rights and respect 1) What's the story? 2) Fact or opinion 3) Mo makes a difference 4) Rights, respect and duties 5) Spending wisely 6) Lend us a fiver!
Year 6	Keeping safe 1) Think before you click! 2) To share or not to share? 3) Bat park 4) What sort of drug is...? 5) Drugs: it's the law! 6) Alcohol: what is normal?	Valuing difference 1) Ok to be different 2) We have more in common than not 3) Respecting differences 4) Tolerance and respect for others 5) Advertising friendships! 6) Boys will be boys? Challenging gender stereotypes	Being my best 1) This will be your life! 2) Our recommendations 3) What's the risk? (1) 4) What's the risk? (2) 5) Basic first aid 6) Five ways to wellbeing project	Me and my relationships 1) Working together 2) Solve the friendship problem 3) Behave yourself 4) Assertiveness skills 5) Don't force me 6) Acting appropriately	Growing and changing 1) I look great! 2) Media manipulation 3) Pressure online 4) Helpful or unhelpful? Managing change 5) Is this normal?	Rights and respect 1) Two sides to every story 2) Fake book friends 3) What's it worth? 4) Happy shoppers 5) Democracy in Britain 1- elections 6) Democracy in Britain 2- how (most) laws are made

Appendix 2: SCARF curriculum map- medium term

Nursery		
DfE Statutory Requirements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
N/A		Children will be able to: - Recognise that we are unique; - Describe different feelings and use this skill to manage relationships; - Understand that some families are different from theirs, but these families also love and care for one another.
N/A	Marvellous me!	- Share their likes and dislikes with their friends and adults in their classroom; - Name the different features of their face and parts of their body; - Use their senses to explore the world around them.
N/A	I'm special	- Speak positively about themselves; - Name different feelings and possible causes; - Name some key adults who can help them when feeling sad/worried/scared.
N/A	People who are special to me	- Talk about their families and special people; - Name those who care for them and keep them safe; - Describe the different types of homes.
	Valuing Difference	
		Overarching learning intentions across this unit: Children will be able to: - Recognise that there are differences and similarities between themselves; - Celebrate their friends and include them; - Understand people have different cultures and religions.
	Me and my friends	- Talk about the similarities and differences amongst their peers; - Talk about the things they and their friends are good at; - Spot similarities and differences in nature.
	Friends and family	- Understand that having differences between us is a good thing; - Notice and talk about differences in nature; - Recognise the differences within and amongst families.

	Including everyone	● Explore and use different materials; ● Show kindness by including their friends; ● Talk about how to help those who are in need.
	Keeping Safe	
		Overarching learning intentions across this unit: Children will be able to: ● Explain what they should do if they feel unsafe; ● Recognise potential dangers and how to stay safe, inside and outside; ● Learn the importance of keeping safe around medicines and unknown products.
	People who help me and keep me safe	● Name key relatives/care givers at home and those who care for them in their education settings; ● Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do; ● Talk about what makes them feel safe.
	Safety indoors and outdoors	● Name potential dangers, both inside and outside, and how to avoid getting hurt; ● Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules; ● Talk about how to keep their bodies safe.
	What's safe to go into my body	● Know which products in the home are to be used only by adults; ● Sort items according to their use and purpose; ● Explain who can give medicine to children and why.
	Rights and Respect	
		Overarching learning intentions across this unit: Children will be able to: ● Learn about taking ownership of their own health; ● Describe ways in which they can help others and why they would do so; ● Take care of their home, their learning environment and the natural environment.

	Looking after myself	● Talk about how healthy food and keeping clean can help our bodies; ● Name some healthy foods; ● Try new experiences.
	Looking after others	● Name some activities that they can do to help out at home; ● Talk about how they can look after other members of their family; ● Talk about how they can look after their friends.
	Looking after my environment	● Show care and respect for their home and learning environments; ● Talk about what is special within the natural world; ● Name some ways in which they can help their world.
	Being My Best	
		Overarching learning intentions across this unit: Children will be able to: ● Talk about healthy choices and activities; ● Develop resilience and persistence in their learning; ● Working cooperatively with others when faced with a challenge.
	What does my body need?	● Name what their bodies need for energy (food, water, exercise, sleep); ● Describe how they feel when they don't have enough food, water, exercise or sleep; ● Make healthy choices independently, in their home or education setting.
	I can keep trying	● Explain how people might feel if they find something hard; ● Suggest ways to encourage others to keep going; ● Have a go at challenging themselves.
	I can do it!	● Develop skills in planning, reviewing applying a trial and error approach; ● Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone; ● Communicate with others by sharing with and listening to each other's ideas.

	Growing and Changing	
		Overarching learning intentions across this unit: Children will be able to: ● Talk about change in the environment; ● Describe the changes in babies, young animals and plants as they grow; ● Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.
	Growing and changing in nature	● Describe seasonal changes; ● Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot; ● Describe the life cycle of an animal.
	When I was a baby	● Talk about how babies change as they grow; ● Explain what babies need and how this changes as they grow; ● Share their own experiences and listen to those of the others.
	Girls, boys and families	● Talk about the similarities and differences between the males and females; ● Begin to play inclusively with their friends, regardless of their sex (if not already doing so); ● Think differently and more openly about what a family may look like.

Reception		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
		Overarching learning intentions across this unit: Children will be able to: ● Talk about similarities and differences; ● Name special people in their lives;

Reception		
		- Describe different feelings; - Identify who can help if they are sad, worried or scared; - Identify ways to help others or themselves if they are sad or worried.
FPC1, FPC3, RR1, RR4, RR5, CF1	All about me	- Talk about their own interests; - Talk about their families; - Talk about how they are the same or different to others.
FPC1, FPC3, RR1, RR3, RR4	What makes me special	- Share their favourite interests and objects; - Talk about themselves positively; - Listen to what others say and respond.
FPC1, FPC2, FPC3, CF1, RR1	Me and my special people	- Talk about the important people in their lives; - Understand that we have different special people; - Name key people outside of families that care for them.
FPC1, FPC2, FPC4, FPC6, CF1, CF2, CF3, CF5, BS5, BS8, MW9	Who can help me?	- Talk about when they might feel unsafe or unhappy; - Name the people who will help them; - Notice when a friend is in need at school and help them.
FPC2, FPC6, MW2, MW3, MW6, MW7, MW9, CF5	My feelings	- Describe different emotions; - Explore how we feel at certain times or events; - Identify ways to change feelings and calm down.
MW2, MW3, MW6, MW7, MW9, CF2, CF5, FPC6	My feelings (2)	- Identify events that can make a person feel sad; - Suggest ways in which they can help a friend who is sad; - Choose ways to help themselves when they feel sad.
	Valuing Difference	
		Overarching learning intentions across this unit Children will be able to: - Be sensitive towards others and celebrate what makes each person unique; - Recognise that we can have things in common with others; - Use speaking and listening skills to learn about the lives of their peers; - Know the importance of showing care and kindness towards others; - Demonstrate skills in building friendships and cooperation.
RR1, RR4	I'm special, you're special	- Describe their own positive attributes; - Share their likes and dislikes; - Listen to and respect the ideas of others.
CF1, CF2, CF3, RR1, RR4, RR5, BS6, MW3	Same and different	- Recognise the similarities and differences amongst their peers; - Discuss why differences should be celebrated;

Reception		
		Retell a story.
FPC1, FPC2, FPC3, FPC4, RR1	Same and different families	- Talk about their family, customs and traditions; - Listen to others talk about their experiences; - Compare their own experiences with those of others.
RR1, RR3	Same and different homes	- Recognise the similarities and differences between their home and those of others; - Talk about what makes their home feel special and safe; - Be sensitive towards others.
CF2, CF3, RR2, RR3	Kind and caring (1)	- Suggest ways in which we can be kind towards others; - Demonstrate skills in cooperation with others.
CF1, CF2, CF3, RR1, RR2, RR3	Kind and caring (2)	- Show friendly behaviour towards a peer; - Build relationships with others.
	Keeping Safe	
		Overarching learning intentions across this unit: Children will be able to: - Talk about how to keep their bodies healthy and safe; - Name ways to stay safe around medicines; - Know how to stay safe in their home, classroom and outside; - Know age-appropriate ways to stay safe online; - Name adults in their lives and those in their community who keep them safe.
MW3, HP4, HP5, BS5	What's safe to go onto my body	- Name things that keep their bodies safe; - Name things that keep their bodies clean and protected; - Think about how to recognise things that might not be safe.
HE3, HP3, PHF4, DAT1	Keeping myself safe - what's safe to go into my body (including medicines)	- Make safe decisions about items they don't recognise; - Talk about what our bodies need to stay well; - Name the safe ways to store medicine and who can give it to children (adults).
FPC1, BS5	Safe indoors and outdoors	- Name some hazards and ways to stay safe inside; - Name some hazards and ways to stay safe outside; - Show how to care for the safety of others.
BS3, BS5, BS6, BS7 RR8	Listening to my feelings (1)	- Name the adults who they can ask for help from, and will keep them safe; - Recognise the feelings they have when they are unsafe; - Talk about keeping themselves safe, safe touches and consent.
OR3, BS2, BS5, BS6	Keeping safe online	Share ideas about activities that are safe to do on electronic devices;

Reception		
		What to do and who to talk to if they feel unsafe online.
FPC2, FPC6, BS4, BS5, BS6, BS8	People who help to keep me safe	- Name the people in their lives who help to keep them safe; - Name people in their community who help to keep them safe; - Talk about ways to keep themselves safe in their environment.
	Rights and Respect	
		Overarching learning intentions across this unit: Children will be able to: - Understand that they can make a difference; - Identify how they can care for their home, school and special people; - Talk about how they can make an impact on the natural world; - Talk about similarities and differences between themselves; - Demonstrate building relationships with friends.
FPC1, FPC2, FPC3, FPC4	Looking after my special people	- Name the special people in their lives; - Understand that our special people can be different to those of others.
CF1, CF2, CF3, RR1, RR8, BS6	Looking after my friends	- Talk about why friends are important and how they help us; - Identify ways to care for a friend in need; - Identify ways to help others in their community.
RR2, RR3	Being helpful at home and caring for our classroom	- Identify ways in which they help at home; - Recognise the importance of taking care of a shared environment; - Name ways in which they can look after their learning environment.
FPC1, RR3	Caring for our world	- Think about what makes the world special and beautiful; - Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; - Talk about what can happen to living things if the world is not cared for.
	Looking after money (1): recognising, spending, using	- Recognise coins and other items relating to money; - Identify the uses of money.
	Looking after money (2): saving money and keeping it safe	- Talk about why it's important to keep money safe; - Identify ways to save money; - Talk about why we save money.
	Being My Best	
		Overarching learning intentions across this unit:

Reception		
		Children will be able to: • Feel resilient and confident in their learning; • Name and discuss different types of feelings and emotions; • Learn and use strategies or skills in approaching challenges; • Understand that they can make healthy choices; • Name and recognise how healthy choices can keep us well.
MW2, MW3, CF2, RR2	Bouncing back when things go wrong	• Share an experience where they haven't achieved their goal; • Develop their confidence and resilience towards having a growth mindset; • Name a strategy to overcome a hurdle.
MW2, MW3, CF2	Yes, I can!	• Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle.
HE1, HE2	Healthy eating (1)	• Name and choose healthy foods and drink; • Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); • Explain the jobs of different food groups.
HE1	Healthy eating (2)	• Name and choose healthy foods and drink; • Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); • Explain the jobs of different food groups.
PHF2, HE1, HP3, HP4, HP5	Move your body	• Describe the changes in their body during exercise and what is happening to their body; • Explain how exercise can help us stay well - physically and mentally; • Name some ways to keep their body fit and well.
HP3, HP4, HP5	A good night's sleep	• Understand why our body needs sleep; • Talk about their own bedtime routine; • Suggest ways to have a calm evening and bedtime routine.
	Growing and Changing	
		Overarching learning intentions across this unit: Children will be able to: • Understand that there are changes in nature and humans; • Name the different stages in childhood and growing up; • Understand that babies are made by a man and a woman; • Use the correct vocabulary when naming the different parts of the body; • Know how to keep themselves safe.

Reception		
CAB1	Seasons	- Name the different seasons and describe their differences; - Explain the changes that occur as seasons change; - Talk about how they have grown in resilience.
CAB1	Life stages - plants, animals, humans	- To understand that animals and humans change in appearance over time; - Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals); - Make observations and ask questions about living things.
FPC2, FPC3, FPC4, FPC5, CAB1, BS3	Life Stages: Human life stage - who will I be?	- Retell a story and respond to questions about it. - Use the language and describe the different life stages of: baby, child, teenager, adult, older age. - Talk about their own experience of growing up.
FPC1, FPC3, FPC4, RR1, CAB1	Where do babies come from?	- Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. - Understand that every family is different. - Talk about similarities and differences between themselves and others.
FPC1, FPC3, FPC4, RR1, CAB1, HE1, HE3, HP3	Getting bigger	- Talk about how they have changed as they have grown. - Explain the differences between babies, children, and adults. - Understand that we are all unique.
BS2, BS3, BS7, RR7, RR8	Me and my body - girls and boys	- Name parts of the body (including reproductive parts) using the correct vocabulary. - Explain which parts of their body are kept private and safe and why. - Tell or ask an appropriate adult for help if they feel unsafe.

YEAR 1		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2, RR3	Why we have classroom rules	- Understand that classroom rules help everyone to learn and be safe; - Explain their classroom rules and be able to contribute to making these.
RR1, CF2, CF4, CF5	How are you listening?	- Demonstrate attentive listening skills; - Suggest simple strategies for resolving conflict situations; - Give and receive positive feedback, and experience how this makes them feel.
BS5, MW2, MW3, MW4,	Thinking about feelings	Recognise how others might be feeling by reading body language/facial expressions;

YEAR 1		
MW7		Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).
BS5, MW1, MW2, MW3, MW4, MW7	Our feelings	- Identify a range of feelings; - Identify how feelings might make us behave; - Suggest strategies for someone experiencing 'not so good' feelings to manage these.
MW2, MW3, MW6, MW7	Feelings and bodies	- Recognise that people's bodies and feelings can be hurt; - Suggest ways of dealing with different kinds of hurt.
CF1, CF2, CF3	Good friends	- Identify simple qualities of friendship; - Suggest simple strategies for making up.
	<i>Valuing Difference</i>	
FPC3, FPC4, RR1, RR2	Same or different?	- Identify the differences and similarities between people; - Empathise with those who are different from them; - Begin to appreciate the positive aspects of these differences.
CF2, CF3, CF4, RR5, RR6, MW8	Unkind, tease or bully?	- Explain the difference between unkindness, teasing and bullying; - Understand that bullying is usually quite rare.
RR3, RR5, BS1	Harold's school rules	Explain some of their school rules and how those rules help to keep everybody safe.
CF2, CF3, CF4, RR2, RR3	It's not fair!	- Recognise and explain what is fair and unfair, kind and unkind; - Suggest ways they can show kindness to others.
FPC1, FPC2, FPC3, FPC4, MW6	Who are our special people?	- Identify some of the people who are special to them; - Recognise and name some of the qualities that make a person special to them.
FPC3, FPC4	Our special people balloons	- Recognise that they belong to various groups and communities such as their family; - Explain how these people help us and we can also help them to help us.
	<i>Keeping Safe</i>	
HP3	Super sleep	- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; - Identify simple bedtime routines that promote healthy sleep.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help? (1)	- Recognise emotions and physical feelings associated with feeling unsafe; - Identify people who can help them when they feel unsafe.
FPC6, RR8, BS1, BS2, BS5, BS7, BS8	Good or bad touches?	- Understand and learn the PANTS rules; - Name and know which parts should be private; - Explain the difference between appropriate and inappropriate touch; - Understand that they have the right to say "no" to unwanted

YEAR 1		
		- touch; - Start thinking about who they trust and who they can ask for help.
RR8, OR1, OR2, OR3, OR4 OR5, BS1, BS2, BS6, ISH1, ISH3, ISH5, ISH7	Sharing pictures	- Start thinking about how to stay safe online, including safety around sharing images; - Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.
DAT1	What could Harold do?	- Understand that medicines can sometimes make people feel better when they're ill; - Explain simple issues of safety about medicines and their use.
MW2	Harold loses Geoffrey	Recognise the range of feelings that are associated with loss.
	Rights and Respect	
CF2, CF4, RR2, RR3, RR5	Harold has a bad day	Recognise how a person's behaviour (including their own) can affect other people.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	- Identify what they like about the school environment; - Recognise who cares for and looks after the school environment.
RR5	Taking care of something	- Demonstrate responsibility in looking after something (e.g. a class pet or plant); - Explain the importance of looking after things that belong to themselves or to others.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's money	- Explain where people get money from; - List some of the things that money may be spent on in a family home.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	- Recognise that different notes and coins have different monetary value; - Explain the importance of keeping money safe; - Identify safe places to keep money; - Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).
BFA1, BFA2	Basic first aid	See link to external resources for further information.
	Being My Best	
HE1, HE2, HE3	I can eat a rainbow	- Recognise the importance of fruit and vegetables in their daily diet; - Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
HE1, HE2, HE3	Eat well	- Recognise that they may have different tastes in food to others; - Select foods from the Eatwell Guide (formerly Eatwell Plate) in

YEAR 1		
		- order to make a healthy lunch; - Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
HP4, HP5	Harold's was up and brush up	- Recognise the importance of regular hygiene routines; - Sequence personal hygiene routines into a logical order.
HP5	Catch it! Bin it! Kill it!	- Understand how diseases can spread; - Recognise and use simple strategies for preventing the spread of diseases.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold learns to ride his bike	- Recognise that learning a new skill requires practice and the opportunity to fail, safely; - Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
CF2, CF5, RR1, RR3, RR5	Pass on the praise!	- Demonstrate attentive listening skills; - Suggest simple strategies for resolving conflict situations; - Give and receive positive feedback, and experience how this makes them feel.
	Growing and Changing	
PHF1, PHF3, HP3, HP4	Healthy me	- Understand that the body gets energy from food, water and air (oxygen); - Recognise that exercise and sleep are important parts of a healthy lifestyle.
CAB1	Then and now	- Identify things they could do as a baby, a toddler and can do now; - Identify the people who help/helped them at those different stages.
FPC2, CAB1	Taking care of a baby	- Identify things they could do as a baby, a toddler and can do now; - Identify the people who help/helped them at those different stages.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help? (2)	- Explain the difference between teasing and bullying; - Give examples of what they can do if they experience or witness bullying; - Say who they could get help from in a bullying situation.
FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8	Surprises and secrets	- Explain the difference between a secret and a nice surprise; - Identify situations as being secrets or surprises; - Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
BS3, BS7	Keeping privates private	- Identify parts of the body that are private; - Describe ways in which private parts can be kept private; - Identify people they can talk to about their private parts.

YEAR 2		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2	Our ideal classroom (1)	- Suggest actions that will contribute positively to the life of the classroom; - Make and undertake pledges based on those actions.
MW2, MW3	How are you feeling today?	- Use a range of words to describe feelings; - Recognise that people have different ways of expressing their feelings; - Identify helpful ways of responding to other's feelings.
MW2, MW9	Let's all be happy	- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); - Explain where someone could get help if they were being upset by someone else's behaviour.
CF1, CF2, CF3	Being a good friend	- Recognise that friendship is a special kind of relationship; - Identify some of the ways that good friends care for each other.
RR5, RR6	Types of bullying	- Explain the difference between bullying and isolated unkind behaviour; - Recognise that there are different types of bullying and unkind behaviour; - Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
RR5, RR6	Don't do that!	- Understand and describe strategies for dealing with bullying; - Rehearse and demonstrate some of these strategies.
	Valuing difference	
RR1, RR2	What makes us who we are?	- Identify some of the physical and non-physical differences and similarities between people; - Know and use words and phrases that show respect for other people.
FPC1, FPC2, FPC3, FPC4	My special people	- Identify people who are special to them; - Explain some of the ways those people are special to them.
RR2, MW3	How do we make others feel?	Recognise and explain how a person's behaviour can affect other people.
CF3, MW7	When someone is feeling left out	- Explain how it feels to be part of a group; - Explain how it feels to be left out from a group; - Identify groups they are part of; - Suggest and use strategies for helping someone who is feeling left out.

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CF3, RR2, RR3, MW3	An act of kindness	- Recognise and describe acts of kindness and unkindness; - Explain how these impact on other people's feelings; - Suggest kind words and actions they can show to others; - Show acts of kindness to others in school.
CF4, CF5	Solve the problem	- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); - Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
	<i>Keeping Safe</i>	
MW3, MW5, DAT1	Harold's picnic	- Understand that medicines can sometimes make people feel better when they're ill; - Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; - Explain simple issues of safety about medicines and their use.
BS1, BS3, BS5	How safe would you feel?	- Identify situations in which they would feel safe or unsafe; - Suggest actions for dealing with unsafe situations including who they could ask for help.
BS1, BS3, BS4	What should Harold say?	Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
BS3, BS4, MW2, RR8	I don't like that!	- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; - Identify the types of touch they like and do not like; - Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
BS1, BS3, BS5	Fun or not?	- Recognise that some touches are not fun and can hurt or be upsetting; - Know that they can ask someone to stop touching them; - Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
BS1, BS2, BS3, BS5	Should I tell?	- Identify safe secrets (including surprises) and unsafe secrets; - Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
	<i>Rights and respect</i>	
CF5, RR3, RR5, RR6	Getting on with others	Describe and record strategies for getting on with others in the classroom.
MW3, MW4	When I feel like erupting	Explain, and be able to use, strategies for dealing with impulsive behaviour.

YEAR 2		
BS6, BS7, BS8	Feeling safe	- Identify special people in the school and community who can keep them safe; - Know how to ask for help.
OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH2, ISH3, ISH5, ISH7	Playing games	- Know the importance of keeping personal information private, when online and only talking to people they know in real life; - Know that they can tell an adult they trust if anything happens that makes them worried.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	- Understand that people have choices about what they do with their money; - Know that money can be saved for a use at a future time; - Explain how they might feel when they spend money on different things.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment?	- Identify what they like about the school environment; - Identify any problems with the school environment (e.g. things needing repair); - Make suggestions for improving the school environment; - Recognise that they all have a responsibility for helping to look after the school environment.
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	- Explain the stages of the learning line showing an understanding of the learning process; - Suggest phrases and words of encouragement to give someone who is learning something new; - Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
MW3, PHF2, HE1	My day	- Understand and give examples of things they can choose themselves and things that others choose for them; - Explain things that they like and dislike, and understand that they have choices about these things; - Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
HP5, HP6	Harold's postcard - helping us to keep clean and healthy	- Explain how germs can be spread; - Describe simple hygiene routines such as hand washing; - Understand that vaccinations can help to prevent certain illnesses.
HP4	Harold's bathroom	- Explain the importance of good dental hygiene; - Describe simple dental hygiene routines.
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); - Describe how food, water and air get into the body and blood.

YEAR 2		
BFA1, BFA2	Basic first aid	See link to external resources for further information.
	Growing and Changing	
CF3	A helping hand	Demonstrate simple ways of giving positive feedback to others.
MW2	Sam moves house	Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
CAB1	Haven't you grown?	- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); - Understand and describe some of the things that people are capable of at these different stages.
BS2, CAB1	My body, your body	- Identify which parts of our body are private; - Explain that our genitals help us make babies when we are older; - Understand that we mostly have the same body parts but how they look is different from person to person.
BS2	Respecting privacy	- Explain what privacy means; - Know that you are not allowed to touch someone's private belongings without their permission; - Give examples of different types of private information.
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	- Identify how inappropriate touch can make someone feel; - Understand that there are unsafe secrets and secrets that are nice surprises; - Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

YEAR 3		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
ISH4	As a rule	- Explain why we have rules; - Explore why rules are different for different age groups, in particular for internet-based activities; - Suggest appropriate rules for a range of settings; - Consider the possible consequences of breaking the rules.
FPC2, CF1, CF2	Looking after our special people	- Identify people who they have a special relationship with; - Suggest strategies for maintaining a positive relationship with

YEAR 3		
		their special people.
CF3, CF4, RR1	How can we solve this problem?	Rehearse and demonstrate simple strategies for resolving given conflict situations.
CF1, CF2, CF4, CF5, RR3	Friends are special	- Identify qualities of friendship; - Suggest reasons why friends sometimes fall out; - Rehearse and use, now or in the future, skills for making up again.
RR1, RR2, RR3	'Thanks'	- Express opinions and listen to those of others; - Consider others' points of view; - Practice explaining the thinking behind their ideas and opinions.
BS1	Dan's dare	- Explain what a dare is; - Understand that no-one has the right to force them to do a dare; - Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
	<i>Valuing Difference</i>	
RR1, RR3	Respect and challenge	- Reflect on listening skills; - Give examples of respectful language; - Give examples of how to challenge another's viewpoint, respectfully.
FPC1, FPC2, FPC3, FPC4, FPC6, RR7	Family and friends	- Recognise that there are many different types of family; - Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
MW5	My community	- Define the term 'community'; - Identify the different communities that they belong to; - Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
RR1, RR2	Our friends and neighbours	- Explain that people living in the UK have different origins; - Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; - Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Let's celebrate our differences	- Recognise the factors that make people similar to and different from each other; - Recognise that repeated name calling is a form of bullying; - Suggest strategies for dealing with name calling (including talking to a trusted adult).
RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5	Zeb	- Understand and explain some of the reasons why different people are bullied; - Explore why people have prejudiced views and understand what this is.

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	<i>Keeping safe</i>	
BS1, BS4, BS5, BS6, BS7, BS8	Safe or unsafe?	- Identify situations which are safe or unsafe; - Identify people who can help if a situation is unsafe; - Suggest strategies for keeping safe.
BS4	Danger or risk?	- Define the words danger and risk and explain the difference between the two; - Demonstrate strategies for dealing with a risky situation.
BS2, BS5	The Risk Robot	- Identify risk factors in given situations; - Suggest ways of reducing or managing those risks.
OR3, OR4, OR5, ISH1, ISH3, ISH6	Super Searcher	- Evaluate the validity of statements relating to online safety; - Recognise potential risks associated with browsing online; - Give examples of strategies for safe browsing online.
HE3, DAT1	Help or harm?	Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
HE3, DAT1	Alcohol and cigarettes: the facts	- Identify some key risks from and effects of cigarettes and alcohol; - Know that most people choose not to smoke cigarettes; (Social Norms message) - Define the word 'drug' and understand that nicotine and alcohol are both drugs.
	<i>Rights and Respect</i>	
BS8	Helping each other to stay safe	- Identify key people who are responsible for them to stay safe and healthy; - Suggest ways they can help these people.
OR4, ISH6	Recount task	- Understand the difference between 'fact' and 'opinion'; - Understand how an event can be perceived from different viewpoints; - Plan, draft and publish a recount using the appropriate language.
MW5	Our helpful volunteers	- Define what a volunteer is; - Identify people who are volunteers in the school community; - Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it?	- Understand the terms 'income', 'saving' and 'spending'; - Recognise that there are times we can buy items we want and times when we need to save for them; - Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); - Explain that people earn their income through their jobs; - Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility).

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		etc.).
Wider PSHE curriculum (not covered by DfE statutory requirements)	Earning money	- Explain that people earn their income through their jobs; - Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility, etc.).
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project	- Define what is meant by the environment; - Evaluate and explain different methods of looking after the school environment; - Devise methods of promoting their priority method.
	Being My Best	
HE1, HE2, HE3	Derek cooks dinner!	- Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; - Explain what is meant by the term 'balanced diet'; - Give examples what foods might make up a healthy, balanced meal.
HP5, HP6	Poorly Harold	- Explain how some infectious illnesses are spread from one person to another; - Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; - Suggest medical and non-medical ways of treating an illness.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	- Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); - Describe how food, water and air get into the body and blood.
RR1, RR2, RR3	For or against?	- Develop skills in discussion and debating an issue; - Demonstrate their understanding of health and wellbeing issues that are relevant to them; - Empathise with different viewpoints; - Make recommendations, based on their research.
OR1	I am fantastic!	- Identify their achievements and areas of development; - Recognise that people may say kind things to help us feel good about ourselves; - Explain why some groups of people are not represented as much on television/in the media.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	- Explain some of the different talents and skills that people have and how skills are developed; - Recognise their own skills and those of other children in the class.
	Growing and Changing	
CF1, CF2, CF5, OR2	Relationship Tree	- Identify different types of relationships; - Recognise who they have positive healthy relationships with.
BS3, BS7	Body space	Understand what is meant by the term body space (or personal

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		space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7, RR8	None of your business!	• Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
BS2, RR8	Secret or surprise	• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
CAB1	My changing body	• Understand that for girls, periods are a normal part of puberty.
BFA1, BFA2	Basic first aid	• See link to external resources for further information

YEAR 4		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2	Human machines	• Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration.
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, MW3, HE3	Ok or not ok? (1)	• Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others.
CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, MW3, HE3	Ok or not ok? (2)	• Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend.
CF2, CF3, MW3, MW6, MW7	An email from Harold!	• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings.
MW1, MW2, MW3, MW4	Different feelings	• Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state.
RR1, RR6, MW8, ISH5	Under pressure	• Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
	Valuing difference	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4	Can you sort it?	• Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1	What would I do?	• List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively.
FPC3, CF3, RR1, RR2, RR5	The people we share our world with	• List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word respect and demonstrate ways of showing

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		respect to others' differences.
RR7, OR5, ISH2, ISH5, ISH6	That is such a stereotype!	Understand and identify stereotypes, including those promoted in the media.
FPC1, FPC2, CF1, CF2, RR1	Friend or acquaintance?	- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); - Give examples of features of these different types of relationships, including how they influence what is shared.
CF5, RR8, BS1, BS3, BS5, MW4	Islands	- Understand that they have the right to protect their personal body space; - Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; - Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
	Keeping Safe	
OR4, BS4, BS5, ISH2, PHF3, HE1, HE3, DAT1, HP2	Danger, risk or hazard?	- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; - Identify situations which are either dangerous, risky or hazardous; - Suggest simple strategies for managing risk.
CF5, RR4, RR6, OR2, BS1, BS6, MW4	How dare you!	- Define what is meant by the word 'dare'; - Identify from given scenarios which are dares and which are not; - Suggest strategies for managing dares.
CF3, CF5, RR4, RR6, OR3, DAT1	Keeping ourselves safe	- Describe stages of identifying and managing risk; - Suggest people they can ask for help in managing risk.
OR5, BS1, ISH2, ISH6	Raisin Challenge (2)	- Understand that we can be influenced both positively and negatively; - Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
OR3, OR5, ISH3, ISH5	Picture Wise	- Identify images that are safe/unsafe to share online; - Know and explain strategies for safe online sharing; - Understand and explain the implications of sharing images online without consent.
DAT1, HP5	Medicines: check the label	- Understand that medicines are drugs; - Explain safety issues for medicine use; - Suggest alternatives to taking a medicine when unwell; - Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
	Rights and respect	

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PHF4	Who helps us stay healthy and safe?	- Explain how different people in the school and local community help them stay healthy and safe; - Define what is meant by 'being responsible'; - Describe the various responsibilities of those who help them stay healthy and safe; - Suggest ways they can help the people who keep them healthy and safe.
Wider PSHE curriculum (not covered by DfE statutory requirements)	It's your right	- Understand that humans have rights and also need to respect the rights of other; - Identify some rights and also need to respect the rights of others that come with these rights.
RR3, RR5, OR2, OR3, BS2	How do we make a difference?	- Understand the reason we have rules; - Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); - Recognise that everyone can make a difference within a democratic process.
RR3, OR4, OR5, ISH2, ISH6, ISH7	In the news!	- Define the word influence; - Recognise that reports in the media can influence the way they think about an topic; - Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
RR5, RR6, BS7	Safety in numbers	- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; - Recognise that they can play a role in influencing outcomes of situations by their actions.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Why pay taxes?	- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; - Understand how a payslip is laid out showing both pay and deductions; - Prioritise public services from most essential to least essential.
	Being My Best	
RR1, RR2, RR4	What makes me ME! (formerly Diversity World)	- Identify ways in which everyone is unique; - Appreciate their own uniqueness; - Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
CF2, RR1, OR4	Making choices	- Give examples of choices they make for themselves and choices others make for them; - Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
PHF1, PHF2, HE1, HE2, HE3, HP3, ISH2, ISH3	SCARF hotel (formerly Diversity World Hotel)	Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our

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		health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's Seven Rs	- Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); - Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (1)	- Define what is meant by the word 'community'; - Suggest ways in which different people support the school community; - Identify qualities and attributes of people who support the school community.
BFA1, BFA2	Basic first aid	See link to external resources for further information
	Growing and Changing	
MW2, MW3, MW9	Moving house	- Describe some of the changes that happen to people during their lives; - Explain how the Learning Line can be used as a tool to help them manage change more easily; - Suggest people who may be able to help them deal with change.
FPC1, FPC2, FPC3, FPC4, CF5, RR2, MW3, MW4, CAB1	My feelings are all over the place!	- Name some positive and negative feelings; - Suggest reasons why young people sometimes fall out with their parents; - Take part in a role play practising how to compromise.
BS7, CAB1	All change!	- Identify parts of the body that males and females have in common and those that are different; - Know the correct terminology for their genitalia;
CAB1, CAB2	Preparing for changes at puberty (formerly Period positive)	- Understand that periods are a normal part of puberty for girls; - Identify some of the ways they can cope better with periods.
RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3	Secret or surprise?	- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; - Recognise how different surprises and secrets might make them feel; - Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1	Together	- Recognise that marriage includes same sex and opposite sex partners; - Know the legal age for marriage in England or Scotland; - Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

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DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	- Explain what collaboration means; - Give examples of how they have worked collaboratively; - Describe the attributes needed to work collaboratively.
CF2, CF3	Give and take	- Explain what is meant by the terms negotiation and compromise; - Describe strategies for resolving difficult issues or situations.
CF1, CF2, CF3, CF4, MW1, MW2, MW3	How good a friend are you?	- Demonstrate how to respond to a wide range of feelings in others; - Give examples of some key qualities of friendship; - Reflect on their own friendship qualities.
CF2, CF3, CF4, CF5, RR3, RR4, RR5	Relationship cake recipe	- Identify what things make a relationship unhealthy; - Identify who they could talk to if they needed help.
MW2, MW3, MW4, MW9, MW10	Our emotional needs	- Recognise basic emotional needs, understand that they change according to circumstance; - Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
CF2, CF3, CF5, RR1	Being assertive	- Identify characteristics of passive, aggressive and assertive behaviours; - Understand and rehearse assertiveness skills.
	Valuing Difference	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5	Qualities of friendship	- Define some key qualities of friendship; - Describe ways of making a friendship last; - Explain why friendships sometimes end.
RR1, RR2, RR4, RR5	Kind conversations	- Rehearse active listening skills; - Demonstrate respectfulness in responding to others; - Respond appropriately to others.
RR1, RR2, RR3, RR4, RR5, RR6, RR7	Happy being me	- Recognise some of the feelings associated with feeling excluded or 'left out'; - Give examples of ways in which people behave when they discriminate against others who are different from them; - Understand the importance of respecting others, even when they are different from themselves.

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FPC3, CF3, RR1, RR2, RR4, RR5	The land of the Red People	- Identify and describe the different groups that make up their school/wider community/other parts of the UK; - Describe the benefits of living in a diverse society; - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6	Is it true?	- Understand that the information we see online either text or images, is not always true or accurate; - Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; - Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
RR1, RR6, RR7	Stop, start stereotypes	- Recognise that some people can get bullied because of the way they express their gender; - Give examples of how bullying behaviours can be stopped.
	Keeping Safe	
RR1, RR6, OR1, OR2, OR3, OR5, MW8, ISH4, ISH5	Spot bullying	- Demonstrate strategies to deal with both face-to-face and online bullying; - Demonstrate strategies and skills for supporting others who are bullied; - Recognise and describe the difference between online and face-to-face bullying.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, ISH1, ISH2, ISH3, ISH5, ISH7	Play, Like, Share	- Reflect on what information they share offline and online; - Recognise that people aren't always who they say they are online; - Know how to protect personal information online.
CF5	Decision dilemmas	- Recognise which situations are risky; - Explore and share their views about decision making when faced with a risky situation; - Suggest what someone should do when faced with a risky situation.
CF5, RR2, RR4, RR5, RR8, BS1, BS2	Ella's diary dilemma	- Define what is meant by a dare; - Explain why someone might give a dare; - Suggest ways of standing up to someone who gives a dare.
	Vaping: healthy or unhealthy?	
BS1	Would you risk it?	- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; - Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
	Rights and Respect	
ISH6, PHF2, PHF3, HE1	What's the story?	Identify, write and discuss issues currently in the media concerning health and wellbeing;

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		- Express their opinions on an issue concerning health and wellbeing; - Make recommendations on an issue concerning health and wellbeing.
OR4, ISH6	Fact or opinion?	- Understand the difference between a fact and an opinion; - Understand what biased reporting is and the need to think critically about things we read.
MW5	Mo makes a difference	- Explain what we mean by the terms voluntary, community and pressure (action) group; - Give examples of voluntary groups, the kind of work they do and its value.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, respect and duties	- Define the differences between respect, rights and duties; - Discuss what can make them difficult to follow; - Identify the impact on individuals and the wider community if duties are not carried out.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Spending wisely	- State the costs involved in producing and selling an item; - Suggest questions a consumer should ask before buying a product.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Lend us a fiver!	- Define the terms loan, credit, debt and interest; - Suggest advice for a range of situations involving personal finance.
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	It all adds up!	- Know the basic functions of the four systems covered and know they are inter-related. - Explain the function of at least one internal organ. - Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Different skills	- Identify their own strengths and talents; - Identify areas that need improvement and describe strategies for achieving those improvements.
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (2)	- State what is meant by community; - Explain what being part of a school community means to them; - Suggest ways of improving the school community.
BS1	Independence and responsibility	- Identify people who are responsible for helping them stay healthy and safe; - Identify ways that they can help these people.
ISH4	Star qualities	- Describe 'star' qualities of celebrities as portrayed by the media; - Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; - Describe 'star' qualities that 'ordinary' people have.

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BFA1, BFA2	Basic first aid, including Sepsis Awareness	See link to external resources for further information
	<i>Growing and Changing</i>	
MW2, MW3, MW4	How are they feeling?	- Use a range of words and phrases to describe the intensity of different feelings; - Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; - Explain strategies they can use to build resilience.
RR5, BS1, BS3, BS4, BS5, BS7, BS8	Taking notice of our feelings	- Identify people who can be trusted; - Describe strategies for dealing with situations in which they would feel uncomfortable.
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	- Explain the difference between a safe and an unsafe secret; - Identify situations where someone might need to break a confidence in order to keep someone safe.
FPC6, BS2, BS3, CAB1, CAB2	Growing up and changing bodies	- Identify some products that they may need during puberty and why; - Know what menstruation is
BS7, CAB1	Changing bodies and feelings	- Know the correct words for the external sexual organs; - Discuss some of the myths associated with puberty.
FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1	Help, I'm a teenager...get me out of here!	- Recognise how our body feels when we're relaxed; - List some of the ways our body feels when it is nervous or sad; - Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.

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DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Working together	• Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this.
CF2, CF3, CF4, CF5	Solve the friendship problem	• Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
RR1, RR2, RR4, RR5, RR6, BS6	Behave yourself	• Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
CF5, RR2, RR4, RR5, RR8	Assertiveness Skills	• List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7	Don't force me	• Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree.
RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8	Acting appropriately	• Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal.
	Valuing Difference	
CF2, RR1, RR6, BS1, MW3	Ok to be different	• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers.
RR1, RR5, RR6, OR2	We have more in common than not	• Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied.

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RR1, RR2, RR3, RR5	Respecting differences	• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
RR1, RR2, RR5	Tolerance and respect for others	• Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6	Advertising friendships!	• Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
RR1, RR2, RR6, RR7, ISH2, ISH6	Boys will be boys? Challenging gender stereotypes	• Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
	Keep Safe	
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Think before you click!	• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread.
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	To share or not to share?	• Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online.
MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1	Rat Park	• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
HE3, DAT1	What sort of drug is...?	• Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country.
HE3, DAT1	Drugs: it's the law!	• Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country.
HE3, DAT1	Alcohol: what is normal?	• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;

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		Describe some of the effects and risks of drinking alcohol.
	Rights and Respect	
RR7, ISH6	Two sides to every story	- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; - Describe the language and techniques that make up a biased report; - Analyse a report also extract the facts from it.
RR8, OR1, MW1, ISH4, ISH6	'Fakebook' Friends	- Know the legal age (and reason behind these) for having a social media account; - Understand why people don't tell the truth and often post only the good bits about themselves, online; - Recognise that people's lives are much more balanced in real life, with positives and negatives.
Wider PSHE curriculum (not covered by DfE statutory requirements)	What's it worth?	- Explain some benefits of saving money; - Describe the different ways money can be saved, outlining the pros and cons of each method; - Describe the costs that go into producing an item; - Suggest sale prices for a variety of items, taking into account a range of factors; - Explain what is meant by the term interest.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	- Explain what is meant by living in an environmentally sustainable way; - Suggest actions that could be taken to live in a more environmentally sustainable way.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 - Elections	- Why and how rules and laws that protect them and others are made and enforced; - Why different rules are needed in different situations and how to take part in making and changing rules; - Begin to understand the way in which democracy in Britain works.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 2 - How (most) laws are made	- Why and how rules and laws that protect them and others are made and enforced; - Why different rules are needed in different situations and how to take part in making and changing rules.
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	- Identify aspirational goals; - Describe the actions needed to set and achieve these.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Our recommendations	Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5,	What's the risk? (1)	- Identify risk factors in a given situation (involving alcohol); - Understand and explain the outcomes of risk-taking in a given

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DAT1		situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1	What's the risk? (2)	- Identify risk factors in a given situation; - Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; - Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
BFA1, BFA2	Basic first aid	See link to external resources for further information
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	Five Ways to Wellbeing project	- Explain what the five ways to wellbeing are; - Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
	Growing and Changing	
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	I look great!	- Understand that fame can be short-lived; - Recognise that photos can be changed to match society's view of perfect; - Identify qualities that people have, as well as their looks.
RR1, RR4, RR7, OR1, ISH2, ISH5	Media manipulation	- Define what is meant by the term stereotype; - Recognise how the media can sometimes reinforce gender stereotypes; - Recognise that people fall into a wide range of what is seen as normal; - Challenge stereotypical gender portrayals of people.
OR1, OR3, OR4, OR5, OR6, BS1, BS3, BS4, BS5	Pressure online	- Understand the risks of sharing images online and how these are hard to control, once shared; - Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; - Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
FPC2, FPC6, MW2, MW4, MW6, MW9	Helpful or unhelpful? Managing change	- Recognise some of the changes they have experienced and their emotional responses to those changes; - Suggest positive strategies for dealing with change; - Identify people who can support someone who is dealing with a challenging time of change.
RR1, BS7, CAB1, CAB2	Is this normal?	- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; - Suggest strategies that would help someone who felt challenged by the changes in puberty; - Understand what FGM is and that it is an illegal practice in this country;

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		• Know where someone could get support if they were concerned about their own or another person's safety.

Appendix 3: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype •

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources