



Relationships, Sex and Health Education Policy (RSHE)

Approved at Committee - May 2021
Date for Next Revision – May 2024

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Overview

Our vision at Peterborough Diocese Education Trust (the Trust) is;
‘Working together for every child to realise their God given potential to flourish.’

Part of fulfilling this vision, is helping our pupils embrace the challenges of creating happy and successful lives. In order to do this, they ‘need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy’¹. Our intention is that our pupils will be able to put this knowledge into practice ‘as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts’ and that that the subjects, as outlined in this policy, will ‘support them to develop resilience, to know how and when to ask for help, and to know where to access support’.

The Church of England has a charter for *‘Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education and Health Education.’* We believe the Charter embraces the ethos of our Trust. A copy of the Charter is attached to this policy (Appendix 5) and we will be guided by the principles within it.

This policy is underpinned by the Trust’s commitment to inclusiveness and eliminating discrimination in accordance with the Equality Act 2010; advancing equality of opportunity between people who share a protected characteristic and people who do not share it, and to foster good relations across all characteristics.

Context and Guiding Principles

All of Relationships, Sex and Health Education is set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. It is complemented, and supported by, the Trust’s wider policies on behaviour, SEND, respect for equality and diversity, bullying and safeguarding. It sits within the context of a school / academy’s broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

Relationships and Health Education is compulsory in all primary schools / academies from September 2020. We choose to teach the compulsory content of Relationships and Health Education within a wider programme of Personal, Social, Health Education, integrated within a broad and balanced curriculum. This compulsory content is age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents / carers. The curriculum on Health Education complements, and is supported by, the school’s / academy’s wider education on healthy lifestyles through physical education, food technology, science, sport and extra-curricular activity.

Relationships and Health Education supports the wider work of our schools / academies in helping to foster pupil wellbeing and develop resilience and character

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, 2019)

that we know are fundamental to pupils being happy, successful and productive members of society. It complements the development of virtues such as kindness, integrity, generosity and honesty.

We are clear that parents and carers are the prime educators for pupils in relation to the above. We recognise that our schools / academies complement and reinforce this role.

Aim

The overriding aim of Relationships, Sex and Health Education, outlined in this policy, is to put in place the key building blocks for healthy, respectful relationships (focusing on family and friendships, in all contexts, including online) alongside an essential understanding of how to be healthy. Teaching about mental wellbeing is central to this. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. Teaching about mental wellbeing will give them the knowledge and capability to take care of themselves and know how to receive support if problems arise.

Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Health Education compulsory for all pupils in primary schools.

This policy is based on the guidance *‘Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers’* which contains information on what schools / academies **should** do and sets out the legal duties with which schools / academies **must** comply when teaching Relationships Education and Health Education.

This policy should be read in conjunction with the following policies and guidance:

- [Keeping Children Safe in Education](#) (statutory guidance);
- The Trust’s Safeguarding / Child Protection Policy;
- The Trust’s Equality Information and Objectives Statement;
- The Trust’s SEND Policy;
- The Behaviour Policy; and
- The Trust’s Prevention of Radicalisation and Extremism Policy.

Additional guidance can be found in the following documents:

- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline);
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils);
- [Equality Act 2010 and schools](#);

- [SEND code of practice: 0 to 25 years](#) (statutory guidance);
- [Alternative Provision](#) (statutory guidance);
- [Mental Health and Behaviour in Schools](#) (advice for schools);
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying);
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools);
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts); and
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) development).

Policy Development

This policy has been developed in consultation with staff, parents/carers, governors and the Trust Board. Policy development has been divided into two parts: whole policy and academy specific details and has involved the following steps:

Whole Policy Development:

1. An initial draft policy was prepared by the Trust's Central Executive with reference to all relevant information including relevant national and local guidance.
2. The initial draft policy was submitted to a working group of Trust Headteachers for input and consultative purposes.
3. The revised draft policy was submitted to a Trust-wide parents' reference group for consultation. All parents across the Trust were invited to take part.
4. The revised draft policy was submitted to the Ethos, Standards and Effectiveness committee (a committee of the Trust Board).
5. Ratification: following amendments, the final proposed policy was shared with, and ratified by, the Trust Board.

Academy Specific Policy Development:

6. An initial draft of Academy Specific details, including an overview of the programme of study to be taught, was prepared by individual academy Senior Leaders and Academy Governance Committee members (AGC).
7. The initial draft, including the overview of the programme of study, was submitted to staff at each academy for consultative purposes.
8. The revised draft was submitted to a parents' reference group for consultation.
9. The final version of the Academy Specific details was appended to the Trust policy.

Relationships Education

What is Relationships Education?

The focus in primary school is teaching the fundamental building blocks and characteristics of positive relationships (which involves helping children understand relationships and behaviours that are not positive), with particular reference to friendships, family relationships and relationships with other children and with adults.

The subject content

Relationships Education starts with pupils being taught about:

- what a relationship is;
- what friendship is;
- what family means; and
- who the people are who can support them.

From the beginning of primary school, building on early education, pupils should be taught:

- how to take turns;
- how to treat each other with kindness, consideration and respect;
- the importance of honesty and truthfulness;
- permission seeking and giving; and
- the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate / unsafe physical and other contact are the forerunners of teaching about consent, which takes place at secondary school.

Respect for others is taught in an age-appropriate way, for example, in terms of understanding one's own and others' boundaries in play and in negotiations about space and possessions.

Healthy friendships and relationships:

From the start of primary school, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This enables pupils to form a strong, early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

Relationships – online:

The principles of positive relationships also apply online especially as many children in primary school will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used, for example, sharing pictures; understanding that many websites are businesses and hence, may use information provided by users in ways they might not expect.

Families:

Teaching about families requires sensitive and well-judged teaching. Families of many forms provide a nurturing environment for children. (Families can include for

example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents / carers amongst other structures.) Care is taken to ensure that there is no stigmatisation of children based on their home circumstances.

Development of personal virtues:

A growing ability to form strong and positive relationships with others depends on the deliberate development of positive personal virtues. Encouraging the development and practice of resilience, for example, helps pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal virtues including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Positive mental and emotional wellbeing:

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Recognising abuse and boundaries:

Through Relationships Education, we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. Pupils are taught to know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, teaching pupils about making sensible decisions to stay safe (including online) is balanced with the fact that it is never the fault of a child who is abused and why victim blaming is always wrong.

See Appendix 2 for the statutory End of Primary School Expectations and Appendix 3 for the Trust's Expectations regarding sensitive aspects.

How Relationships Education is taught and who is responsible for teaching it

Effective teaching ensures that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching includes sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Details of how individual schools / academies teach Relationships Education, and those responsible for the teaching, are set out in Appendix 1.

Health Education (Physical Health and Mental Well-being)

In addition to the content above, we also teach Health Education, both physical health (including puberty) and mental well-being. The national curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

What is Health Education?

The aim of teaching pupils about physical health and mental wellbeing is:

- to give them the information that they need to make good decisions about their own health and wellbeing;
- to enable them to recognise what is normal and what is an issue in themselves and others; and
- when issues arise, to know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that our pupils understand that good physical health contributes to good mental wellbeing, and vice versa. It is important for schools / academies to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere, even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school / academy approach to the teaching and promotion of health and wellbeing should have a positive impact on behaviour and attainment.

Our effective, quality teaching aims to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We engender an atmosphere that encourages openness. This means that our pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

We focus on teaching the characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

The Subject Content

Health Education starts with pupils being taught about the benefits and importance of:

- daily exercise;
- good nutrition; and
- sufficient sleep.

It gives pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This enables pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including:

- simple self-care techniques;
- personal hygiene;
- prevention of health and wellbeing problems; and

- basic first aid.

Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils are also taught the benefits of hobbies, interests and participation in their own communities. This teaching makes clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In Key Stage 2, pupils are taught why social media, computer games and online gaming have age restrictions and our aim is that they should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Puberty is covered in Health Education for Years 5 and 6. This ensures male and female pupils are prepared for changes they and their peers will experience. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Hence, pupils are taught key facts about the menstrual cycle. (Adequate and sensitive arrangements are also put in place to help girls prepare for, and manage, menstruation including requests for menstrual products).

See Appendix 2 for the statutory End of Primary School Expectations and Appendix 3 for the Trust's Expectations regarding sensitive aspects.

How Health Education is taught and who is responsible for teaching it

Details of how individual schools / academies will teach Health Education, and those responsible for the teaching, are set out in Appendix 1.

Sex Education in Years 5 and 6

Whilst Relationships and Health Education are compulsory in all primary schools, Sex Education is not. However, it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. In line with DfE recommendations, therefore, our schools / academies incorporate a sex education programme to meet the needs of their pupils, tailored to the age and the physical and emotional maturity of their pupils and that has regard to their religious background. This ensures that both boys and girls are prepared for the changes that adolescence brings. Building on the knowledge of the human life cycle set out in the national curriculum for Science, pupils are taught how a baby is conceived and born.

Individual schools / academies ensure that their teaching and materials are appropriate, having regard to the age and religious backgrounds of their pupils. Individual schools / academies also take into account the significance of other factors, such as any special educational needs or disabilities of their pupils.

Details of the Trust's requirements for Sex Education are set out in Appendix 3.

As well as consulting parents / carers more generally about the school's / academy's overall policy, our schools / academies consult parents / carers prior to the teaching of Sex Education about the detailed content of what is to be taught. This process will include offering parents an opportunity to digest the materials / resources that will be used when teaching Sex Education. It should also include signposting further resources to support them in talking to their children about Sex Education and how to link this with what is being taught in school / the academy.

Right to be Excused from Sex Education (Right to Withdraw)

Primary schools / academies that choose to teach Sex Education must allow parents / carers a right to request that their child is withdrawn from this teaching. Before granting any such request the headteacher will discuss the request with parents / carers and clarify the nature and purpose of the curriculum. The headteacher will also discuss with parents / carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Schools / academies will also take into account the significance of other factors, such as any special educational needs or disabilities of their pupils and will discuss these factors with the parents/carers.

Once the above discussions have taken place the school / academy should respect the parents' / carers' request to withdraw the child. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher / Head of School. Alternative work will be given to pupils who are withdrawn from Sex Education.

Working with External Agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. As with any visitor, schools / academies are responsible for ensuring that they check the visitor or visiting organisation's credentials. Schools / academies should also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. It is important that schools / academies discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. Schools / academies should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).

It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding concerns should be dealt with in line with school / academy policy (see Safeguarding section below.)

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

Managing Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships and Health Education and / or Sex Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Teachers should use a variety of strategies to provide opportunities for children to ask questions e.g. the use of a question box. However, questions should not be posed anonymously so that any safeguarding issues that arise can be dealt with effectively, in liaison with the DSL.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including specific special educational needs or disabilities) and consider the potential for discussion on an individual basis (with two adults present) or in small groups. Schools / academies will consider what is appropriate and inappropriate in a whole-class setting; it may be that some questions are better not dealt with in front of a whole class. Teachers should only answer questions that are within the year group's Sex Education curriculum. Children should be told to ask their parents if questions go beyond the Sex Education curriculum offered at the school appropriate to their year group.

Details of how individual schools / academies handle such questions are set out in Appendix 1.

How delivery of the content of RSHE is made accessible to all pupils, including those with SEND

We recognise the significance of other factors, such as any special educational needs or disabilities of our pupils when teaching these subjects and our teaching methods take account of these differences. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

Links with the National Curriculum:

Our schools / academies work hard to ensure that the RSHE programme of study complements, and does not duplicate, content covered in the national curriculum subjects of Science, Computing and PE.

At Key Stages 1 and 2, the national curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The national curriculum for Computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they

get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

Safeguarding

At the heart of Relationships, Sex and Health Education is a focus on keeping children safe and we recognise, as a Trust, our important role in preventative education. In line with Keeping Children Safe in Education (KCSIE) and the Trust's Safeguarding / Child Protection Policy, we teach our pupils about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

We also recognise that good practice allows pupils an open forum to discuss potentially sensitive issues. Such discussions can lead to increased reporting of safeguarding concerns and, therefore, we make our pupils aware of how to raise their concerns and how these will be handled. This includes processes for when they have a concern about a friend or peer.

All staff know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse, and how to manage the requirement to maintain an appropriate level of confidentiality. Schools / academies will ensure that pupils understand how confidentiality will be handled in a lesson and what might happen if they choose to raise a concern.

If any school / academy within the Trust invites external agencies in to support delivery of Relationships, Sex and Health Education, they must agree in advance of the session how a safeguarding concern should be dealt with by the external visitor – *see above*.

Monitoring and Evaluation

The delivery of Relationships, Sex and Health Education is monitored by the Headteacher / Head of School. The Headteacher / Head of School is responsible for ensuring that it is taught consistently across the school / academy in line with this policy, and for managing requests to withdraw pupils from Sex Education.

Monitoring and evaluation of the implementation of this policy in each individual school / academy is the responsibility of the Academy Governance Committee.

Approval and Review

Appendix 1 of this policy, where individual school / academy specific information is contained, is approved by the school's / academy's Academy Governance

Committee. The full policy is approved by the Trust's Board of Directors and reviewed every three years.

Appendix 1

School Specific Information
St Andrew's Primary School Kettering

Vision:

We want our children to make outstanding progress through a broad, knowledge rich curriculum which is relevant to our community; with child friendly purpose that ignites their curiosity and enthusiasm whilst embedding a love of learning. We want our children to have high aspirations and expectations for themselves that are inspired by positive role models. In our curriculum, children will have a love of literature, experience a range of relevant cultural experiences and have their heritage, talents and skills celebrated.

Policy Development

Our policy has been guided by our Trust, and in consultation with staff, parents and governors. In addition to the guidance mentioned in the policy, our teaching is also aligned with the Church of England's "A charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RHSE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office).

Governors had the opportunity to discuss this policy on: 27th May 2021

Staff had the opportunity to discuss this policy on: 26th May 2021

Parent open morning for the PHSE and RSE curriculum to influence this policy on: 11th February 2020

Parent's had the opportunity to discuss this policy during the week of 24th – 28th May 2021.

Relationships Education

Subject content

Subject content

In addition to what is set out in the policy and appendices, our Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- | | |
|--|-----|
| <input type="checkbox"/> Families and people who care for me | FPC |
| <input type="checkbox"/> Caring Friendships | CF |
| <input type="checkbox"/> Respectful relationships | RR |
| <input type="checkbox"/> Online relationships | OR |
| <input type="checkbox"/> Being safe | BS |

For our Relationships Education we follow the relevant programme of study outlined in by Coram Scarf which is aligned with the PSHE Association Programme of Study for PSHE Education, with Relationships Education linked throughout (See Appendix 4.) We use the Coram Scarf Planning to guide our lessons.

The focus in our school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references above e.g. FPC1, CF2, etc. can be cross referenced on the medium term planning for each individual lesson so that the specifics teaching of Relationships Education is acknowledged (see Appendix 6 – yellow highlighted material). Our long term mapping documents, medium term mapping and the lesson planning throughout Coram Scarf contribute to the coverage of all statutory outcomes for all children in our setting.

How we teach Relationships Education in our school / academy and who is responsible for teaching it

Louise Tartaglia are the subject leaders for PHSE which includes Relationships Education. All teachers teach PSHE weekly to their own classes. Coram Scarf covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. During each half term, we have a whole school focus on the six areas. This is a conscious decision to ensure that children across year groups and families can discuss learning of a similar theme and whole school focusses can be discussed by all teachers throughout the school. The learning gained over time is progressive and deepens and broadens each academic year.

<p>Families and people who care for me (FPC)</p>	<ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, 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. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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<p>Caring friendships (CF)</p>	<ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships (RR)</p>	<ol style="list-style-type: none"> 1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. 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. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships (OR)</p>	<ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. 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. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.

Being safe (BS)

1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
5. how to recognise and report feelings of being unsafe or feeling bad about any adult.
6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,
7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.
8. where to get advice e.g. family, school and/or other sources.

Health Education

Subject content

In addition to what is set out in the policy and appendices, our Health Education....

Subject content

The focus in our school is on teaching the characteristics of good physical health and mental wellbeing. In addition to what is set out in the policy and appendices, our Health Education is organised and within the themes of:

- | | |
|--|-----|
| <input type="checkbox"/> Mental wellbeing | MW |
| <input type="checkbox"/> Internet safety and harms | ISH |
| <input type="checkbox"/> Physical health and fitness | PHF |
| <input type="checkbox"/> Healthy eating | HE |
| <input type="checkbox"/> Drug, alcohol and tobacco | DAT |
| <input type="checkbox"/> Health and prevention | HP |
| <input type="checkbox"/> Basic first aid | BFA |
| <input type="checkbox"/> Changing adolescent body | CAB |

Health Education has been carefully considered to be taught within the whole school half-termly themes that we follow as a school. We believe that whilst we can note differences between ‘Health’ and ‘Relationships’ education, they are intrinsically linked and therefore discussed and taught throughout the year. The medium term mapping document (Appendix 6 – green highlighted material) shows how the different lessons taught throughout each year group explicitly teach the different elements, and encourages additional learning with some non-statutory learning that could also be linked.

Teachers are clear that mental well-being is a normal part of daily life, in the same way as physical health. For our Health Education, we follow the relevant programme of study outlined in by Coram Scarf which is aligned with the PSHE Association Programme of Study for PSHE Education, with Health Education linked throughout (See Appendix 4.) We use the Coram Scarf Planning to guide our lessons.

How we teach Health Education in our school / academy and who is responsible for teaching it:

Louise Tartaglia are the subject leaders for PSHE which includes Health Education, and teachers teach PSHE weekly to their own classes. Coram Scarf covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. In Y5/6, Health education is also taught by the school nurse in liaison with our Y5/6 teachers.

<p>Mental Wellbeing (MW)</p>	<ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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<p>Internet safety and harms (ISH)</p>	<ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online
<p>Physical health and fitness (PHF)</p>	<ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
<p>Healthy eating (HE)</p>	<ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
<p>Drugs, alcohol and tobacco (DAT)</p>	<ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
<p>Health and prevention (HP)</p>	<ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.

Basic first aid (BFA)	<ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	<ol style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

Sex Education

Subject content

In our school, Sex education ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The DfE Guidance recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils however we acknowledge that ‘Sex Education is not compulsory in primary schools’. At St Andrew’s, we believe children should understand the facts about human reproduction before they leave primary school. In the summer term of Y6, the children learn about how a baby is conceived and born; this is always set in the context of a loving, safe and stable relationship. We intend to teach this to the whole year group at the same time, ensuring equality and equal opportunity for all. This builds upon the learning in Year 5 where the children learn about adolescence and puberty.

How we teach Sex Education in our school / academy and who is responsible for teaching it

Where possible, the lessons will be conducted by our linked school Nurse (Debbie Cragg) and/or our linked Coram Scarf representative, with the class teachers present in lessons. We aim for all children to be taught about the adolescence and bodily changes in both sexes, however we will provide opportunity for single sex discussions so that the children have an opportunity to talk more in depth about their own questions around puberty, sanitary products etc.

Managing difficult questions

If a pupil asks a question outside the scope of this policy, teachers will respond in an appropriate manner, using their professional judgement, so pupils are fully informed. If a question is deemed inappropriate for the age of the pupil, they will explain that their question will be answered by a responsible adult when they are older or they will be advised to ask a responsible adult at home. We consider which questions are appropriate and inappropriate to

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: **Year 1**

answer in a whole-class setting. If we consider a question needs to be answered solely for the child that has asked this, we ensure two adults are involved in the explanation.

Appendix 2

Statutory Requirements for Relationships Education and Health Education

Relationships Education

By the end of Year 6:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, 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 others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage² represents a formal and legally recognised commitment of two 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

² Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

	<ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not.

	<ul style="list-style-type: none"> • 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. • 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.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is 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) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and / or other sources.

Health Education (Physical Health and Mental Well-being)

By the end of Year 6:

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<p>Pupils should know</p>

	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals.

	<ul style="list-style-type: none"> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3

Trust Requirements for Specific Elements of RSHE

The following outlines the Trust requirements for elements of Relationships, Sex and Health Education that may be particularly sensitive. These include the areas of:

- Families and Close Positive Relationships;
- Growing and Changing; and
- Sex Education.

The requirements below are based on the PSHE Association Programme of Study, 2020.

Families and Close Positive Relationships

By the end of Year 2:

<p>Families and Close Positive Relationships</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> • about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. • how to identify the people who love and care for them and what they do to help them feel cared for. • about different types of families including those that may be different to their own. • how to identify common features of family life. • that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.
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By the end of Year 6:

<p>Families and Close Positive Relationships</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> • to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). • that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.
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- about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.
- that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.
- that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.
- that a feature of positive family life is caring relationships; about the different ways in which people care for one another.
- to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.
- to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

Growing and Changing

By the end of Year 2:

Growing and Changing

Pupils should know:

- what makes them special.
- the ways in which they are all unique.
- how to identify what they are good at, what they like and dislike.
- how to manage when finding things difficult.
- the names of the main parts of the body including external genitalia (e.g. vulva, breasts, penis, testicles).

- | | |
|--|---|
| | <ul style="list-style-type: none"> • about growing and changing from young to old and how people's needs change. • about preparing to move to a new class / year group. |
|--|---|

By the end of Year 6:

Growing and Changing 1	<p>Pupils should know:</p> <ul style="list-style-type: none"> • about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes / dislikes). • how to recognise their individuality and personal qualities. • how to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. • how to manage setbacks / perceived failures, including how to re-frame unhelpful thinking.
Growing and Changing 2	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that for some people gender identity does not correspond with their biological sex. • the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. • about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). • the following terminology related to the above: vulva, cervix, ovaries, uterus (womb), vagina, fallopian tubes, ovum, breasts, pubic hair, penis, testicles, sperm, semen, sperm duct, urethra. • about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. • about where to get more information, help and advice about growing and changing, especially about puberty. • about the new opportunities and responsibilities that increasing independence may bring. • strategies to manage transitions between classes and key stages.

Sex Education

By the end of Year 6

Sex Education (Years 5 and 6)	Pupils should know: <ul style="list-style-type: none">• about the processes of reproduction and birth as part of the human life cycle.• how babies are conceived and born.• how babies need to be cared for.
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Parent / Carer Form: Request to be Excused from Sex Education (Right to Withdraw)

TO BE COMPLETED BY PARENTS / CARERS			
Name of child		Class	
Name of parent / carer		Date	
Reason for withdrawing from Sex Education within the Relationships, Sex and Health Education provision			
Parent / carer signature			

TO BE COMPLETED BY THE SCHOOL / ACADEMY	
Agreed actions from discussion	<i>Include notes from discussions with parents / carers and agreed actions taken.</i>

TO BE COMPLETED BY THE SCHOOL / ACADEMY

with parents /
carers

Eg: Joe Bloggs will be taking part in all relationships lessons, including those covering the physical changes that take place in puberty. During the sex education lessons, he will be working independently on a project in the Year 5 classroom

Headteacher /
Head of
School
signature

Appendix 5



A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

We seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

- 5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
- 6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
- 7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.
- 8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

SCARF plans and the DfE Relationships and Health Education Requirements

This document maps the SCARF lesson plans for Y1 to 6 to the DfE statutory requirements for both Relationships and Health Education (RSHE). Lessons that are not part of the DfE's statutory guidance are included because they ensure a comprehensive PSHE programme.

See pages 28-30 for Reception plans' mapping

How the mapping works

The left hand column has coded DfE topics and end-of-primary statements that are covered in whole or part by the SCARF lesson plans, which are listed in the middle column. The 67 statements that are being covered are referenced earlier in the policy under the explanation for our School.

Rows with no codes indicate lesson plans that cover subjects which are *not* DfE requirements but which are included to ensure a complete PSHE programme, including SMSC and British Values.

In the SCARF lesson plan column, '**half-termly unit**' refers to the whole school focus that we are using in St Andrew's.

We have highlighted where relationships and health education are delivered and taught intertwined within our PHSE curriculum.

DfE topics and related codes:

Relationships Education

Families and people who care for me
Caring friendships
Respectful relationships
Online relationships
Being safe

Code

FPC
CF
RR
OR
BS

Health Education

Mental wellbeing
Internet safety and harms
Physical health and fitness
Healthy Eating
Drugs, alcohol and tobacco
Health and prevention
Basic first aid
Changing adolescent body

Code

MW
ISH
PHF
HE
DAT
HP
BFA
CAB

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y1
	Me and My Relationships	
RR2, RR3	Why we have classroom rules	<ul style="list-style-type: none"> •Understand that classroom rules help everyone to learn and be safe; •Explain their classroom rules and be able to contribute to making these.
BS5, MW2, MW3, MW4, MW7	Thinking about feelings	<ul style="list-style-type: none"> •Recognise how others might be feeling by reading body language/facial expressions; •Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)
MW1, MW2, MW4, MW7	Our feelings	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •Recognise that people's bodies and feelings can be hurt; •Suggest ways of dealing with different kinds of hurt.
FPC3, FPC4	Our special people balloons	<ul style="list-style-type: none"> •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.
CF1, CF2, CF3	Good friends	<ul style="list-style-type: none"> •Identify simple qualities of friendship; •Suggest simple strategies for making up.
RR1, CF2, CF4, CF5	How are you listening?	<ul style="list-style-type: none"> •Demonstrate attentive listening skills; •Suggest simple strategies for resolving conflict situations; •Give and receive positive feedback, and experience how this makes them feel.
	Valuing Difference	
FPC3, FPC4, RR1, RR2	Same or different?	<ul style="list-style-type: none"> •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?	<ul style="list-style-type: none"> •Explain the difference between unkindness, teasing and bullying; •Understand that bullying is usually quite rare.
RR3, RR5, BS1	Harold's school rules	<ul style="list-style-type: none"> •Explain some of their school rules and how those rules help to keep everybody safe.
FPC1, FPC2, FPC3, FPC4, MW6	Who are our special people?	<ul style="list-style-type: none"> •Identify some of the people who are special to them; •Recognise and name some of the qualities that make a person special to them.
CF2, CF3, CF4, RR2, RR3	It's not fair!	<ul style="list-style-type: none"> •Recognise and explain what is fair and unfair, kind and unkind; •Suggest ways they can show kindness to others.
	Keeping Myself Safe	
PHF1, PHF3, HP3, HP4	Healthy me	<ul style="list-style-type: none"> •Understand that the body gets energy from food, water and air (oxygen); •Recognise that exercise and sleep are important parts of a healthy lifestyle.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y1
HP3	Super sleep	<ul style="list-style-type: none"> •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?	<ul style="list-style-type: none"> •Recognise emotions and physical feelings associated with feeling unsafe; •Identify people who can help them when they feel unsafe.
MW2	Harold loses Geoffrey	<ul style="list-style-type: none"> •Recognise the range of feelings that are associated with loss.
DAT1	What could Harold do?	<ul style="list-style-type: none"> •Understand that medicines can sometimes make people feel better when they're ill; •Explain simple issues of safety and responsibility about medicines and their use.
FPC6, RR8, BS1, BS2, BS5, BS7, BS8	Good or bad touches?	<ul style="list-style-type: none"> •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 touch; •Start thinking about who they trust and who they can ask for help.
RR8,OR1-5, BS1, 2, 6 ISH 1, 3, 5, 7	Sharing pictures	<ul style="list-style-type: none"> •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.
Rights and Responsibilities		
HP4, HP5	Harold's wash and brush up	<ul style="list-style-type: none"> •Recognise the importance of regular hygiene routines; •Sequence personal hygiene routines into a logical order.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	<ul style="list-style-type: none"> •Identify what they like about the school environment; •Recognise who cares for and looks after the school environment.
RR5	Taking care of something	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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?	<ul style="list-style-type: none"> •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 placed 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	<ul style="list-style-type: none"> •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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y1
HE1, HE2, HE3	Eat well	<ul style="list-style-type: none"> •Recognise that they may have different tastes in food to others; •Select foods from the Eatwell Guide (formerly Eatwell Plate) in 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.
HP5	Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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!	<ul style="list-style-type: none"> •Demonstrate attentive listening skills; •Suggest simple strategies for resolving conflict situations; •Give and receive positive feedback, and experience how this makes them feel.
CF2, CF4, RR2, RR3, RR5	Harold has a bad day	<ul style="list-style-type: none"> •Recognise how a person's behaviour (including their own) can affect other people.
Growing and Changing		
PHF4	Inside my wonderful body!	<ul style="list-style-type: none"> •Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); •Understand and explain the simple bodily processes associated with them.
FPC2, CAB1	Taking care of a baby	<ul style="list-style-type: none"> •Understand some of the tasks required to look after a baby; •Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
CAB1	Then and now	<ul style="list-style-type: none"> •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)	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y2
	Me and My Relationships	
RR2	Our ideal classroom (1)	<ul style="list-style-type: none"> •Suggest actions that will contribute positively to the life of the classroom; •Make and undertake pledges based on those actions.
RR3	Our ideal classroom (2)	<ul style="list-style-type: none"> •The conventions of courtesy and manners.
MW2, MW3	How are you feeling today?	<ul style="list-style-type: none"> •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.
RR5, RR6	Bullying or teasing?	<ul style="list-style-type: none"> •Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; •Identify situations as to whether they are incidents of teasing or bullying.
RR5, RR6	Don't do that!	<ul style="list-style-type: none"> •Understand and describe strategies for dealing with bullying; •Rehearse and demonstrate some of these strategies.
RR5, RR6,	Types of bullying	<ul style="list-style-type: none"> •Explain the difference between bullying and isolated unkind behaviour; •Recognise that that there are different types of bullying and unkind behaviour; •Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
CF1, CF2, CF3	Being a good friend	<ul style="list-style-type: none"> •Recognise that friendship is a special kind of relationship; •Identify some of the ways that good friends care for each other.
MW2, MW9	Let's all be happy	<ul style="list-style-type: none"> •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.
	Valuing Difference	
RR1, RR2	What makes us who we are?	<ul style="list-style-type: none"> •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.
RR2	How do we make others feel?	<ul style="list-style-type: none"> •Recognise and explain how a person's behaviour can affect other people.
FPC1, FPC2, FPC3, FPC4	My special people	<ul style="list-style-type: none"> •Identify people who are special to them; •Explain some of the ways those people are special to them.
CF3, MW7	When someone is feeling left out	<ul style="list-style-type: none"> •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.
CF3, RR2, RR3, MW3	An act of kindness	<ul style="list-style-type: none"> •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.

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: Year 2

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y2
CF4, CF5	Solve the problem	<ul style="list-style-type: none"> •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.
	Keeping Myself Safe	
MW3, MW5, DAT1	Harold's picnic	<ul style="list-style-type: none"> •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 and responsibility about medicines and their use.
BS1, BS3, BS5	How safe would you feel?	<ul style="list-style-type: none"> •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?	<ul style="list-style-type: none"> •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.
BS4, MW2	I don't like that!	<ul style="list-style-type: none"> •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?	<ul style="list-style-type: none"> •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?	<ul style="list-style-type: none"> •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.
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	<ul style="list-style-type: none"> •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.

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: Year 2

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y2
	Rights and Responsibilities	
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.
BS6, BS7, BS8	Feeling safe	•Identify special people in the school and community who can keep them safe; •Know how to ask for help.
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.
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)	Harold goes camping	•Recognise that money can be spent on items which are essential or non-essential; •Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
OR 1-5 BS 1, 2, 6 ISH 1, 2, 3, 5, 7	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.
	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.
PHF1, HE1, HP3	My body needs...	•Understand that the body gets energy from food, water and oxygen; •Recognise that exercise and sleep are important to health.

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: **Year 2**

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y2
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	<ul style="list-style-type: none"> •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.
	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?	<ul style="list-style-type: none"> •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	My Body, your body	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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.
BFA1, BFA2	Basic first aid	See link to external resources for further information.

Mapping SCARF plans and related learning outcomes to the

DfE Relationships and Health Education Requirements: **Year 3**

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y3
	Me and My Relationships	
ISH4	As a rule	<ul style="list-style-type: none"> • 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.
MW2, MW3, MW4	My special pet	<ul style="list-style-type: none"> • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge	<ul style="list-style-type: none"> • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success.
CF1, CF2	Looking after our special people	<ul style="list-style-type: none"> • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people.
CF3, CF4, RR1	How can we solve this problem?	<ul style="list-style-type: none"> • Rehearse and demonstrate simple strategies for resolving given conflict situations.
BS1	Dan's dare	<ul style="list-style-type: none"> • 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.
RR1, RR2, RR3	Thunks	<ul style="list-style-type: none"> • Express opinions and listen to those of others; • Consider others' points of view; • Practice explaining the thinking behind their ideas and opinions.
CF1, CF2, CF4, CF5, RR3	Friends are special	<ul style="list-style-type: none"> • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again.
	Valuing Difference	
FPC1, FPC3, FPC4, FPC6, RR7	Family and friends	<ul style="list-style-type: none"> • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
MW5	My community	<ul style="list-style-type: none"> • 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, RR3	Respect and challenge	<ul style="list-style-type: none"> • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y3
RR1	Our friends and neighbours	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is.
Keeping Myself Safe		
BS1, BS4, BS5, BS6, BS7, BS8	Safe or unsafe?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks.
HE3, DAT1	Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> • 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.
OR3, OR4, OR5, HE1, HE3, HE6	Super Searcher	<ul style="list-style-type: none"> • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7	None of your business!	<ul style="list-style-type: none"> • 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.
OR5, BS1, BS6, ISH2, ISH6	Raisin Challenge (1)	<ul style="list-style-type: none"> • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions.
HE3, DAT1	Help or harm?	<ul style="list-style-type: none"> • Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y3
	Rights and Responsibilities	
MW5	Our helpful volunteers	<ul style="list-style-type: none"> • 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.
BS8	Helping each other to stay safe	<ul style="list-style-type: none"> • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people.
OR4, ISH6	Recount task	<ul style="list-style-type: none"> • 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project	<ul style="list-style-type: none"> • 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it?	<ul style="list-style-type: none"> • 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, responsibility etc.)
Wider PSHE curriculum (not covered by DfE statutory requirements)	Earning money	<ul style="list-style-type: none"> • 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, responsibility etc.)
	Being My Best	
HE1, HE2, HE3	Derek cooks dinner!	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
RR1, RR2, RR3	For or against?	<ul style="list-style-type: none"> • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them;

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y3
		<ul style="list-style-type: none"> •Empathise with different viewpoints; •Make recommendations, based on their research.
OR1	I am fantastic!	<ul style="list-style-type: none"> •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)	Getting on with your nerves!	<ul style="list-style-type: none"> •Demonstrate how working together in a collaborative manner can help everyone to achieve success; •Understand and explain how the brain sends and receives messages through the nerves.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	<ul style="list-style-type: none"> •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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •Identify different types of relationships; •Recognise who they have positive healthy relationships with.
BS3, BS7	Body space	<ul style="list-style-type: none"> •Understand what is meant by the term body space (or personal 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.
BS2	Secret or surprise	<ul style="list-style-type: none"> •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.
BS7, CAB1, CAB2	My changing body	<ul style="list-style-type: none"> •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that for girls, periods are a normal part of puberty.
BFA1, BFA2	Basic first aid	See link to external resources for further information

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y4
	Me and My Relationships	
CF2, CF3, MW3, MW6, MW7	An email from Harold!	<ul style="list-style-type: none"> 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.
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, HE3	Ok or not ok? (1)	<ul style="list-style-type: none"> 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, HE3	Ok or not ok? (2)	<ul style="list-style-type: none"> 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.
RR2	Human machines	<ul style="list-style-type: none"> Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.
MW1, MW2, MW3, MW4	Different feelings	<ul style="list-style-type: none"> 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.
MW3, MW4	When feelings change	<ul style="list-style-type: none"> Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information.
RR1, RR6, MW8, ISH5	Under pressure	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
CF5, RR8, BS1, BS3, BS5, MW4	Islands	<ul style="list-style-type: none"> 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.
FPC1, FPC2, CF1, CF2, RR1	Friend or acquaintance?	<ul style="list-style-type: none"> 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.
FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1	What would I do?	<ul style="list-style-type: none"> 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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y4
FPC3, CF3, RR1, RR2, RR5	The people we share our world with	<ul style="list-style-type: none"> 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 respect to others' differences.
RR7, OR5, ISH2, ISH5, ISH6	That is such a stereotype!	<ul style="list-style-type: none"> Understand and identify stereotypes, including those promoted in the media.
Keeping Myself Safe		
OR4, BS4, BS5, ISH2, PHF3, HE3, DAT1, HP2	Danger, risk or hazard?	<ul style="list-style-type: none"> 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.
OR3, OR5, ISH3, ISH5	Picture Wise	<ul style="list-style-type: none"> 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.
CF5, RR4, RR6, OR2, BS1, BS6, MW4	How dare you!	<ul style="list-style-type: none"> Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.
DAT1, HP5	Medicines: check the label	<ul style="list-style-type: none"> 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).
HE3, DAT1	Know the norms (formerly Tell Mark II)	<ul style="list-style-type: none"> Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
CF3, CF5, RR4, RR6, OR3, DAT1	Keeping ourselves safe	<ul style="list-style-type: none"> Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.
OR5, BS1, ISH2, ISH6	Raisin Challenge (2)	<ul style="list-style-type: none"> 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.
Rights and Responsibilities		
BS6, BS7, BS8, PHF4	Who helps us stay healthy and safe?	<ul style="list-style-type: none"> 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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y4
Wider PSHE curriculum (not covered by DfE statutory requirements)	It's your right	<ul style="list-style-type: none"> •Understand that humans have rights and also responsibilities; •Identify some rights and also responsibilities that come with these.
RR3, RR5, OR2, OR3, BS2	How do we make a difference?	<ul style="list-style-type: none"> •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!	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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)	Logo quiz	<ul style="list-style-type: none"> •Understand some of the ways that various national and international environmental organisations work to help take care of the environment; •Understand and explain the value of this work.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's expenses	<ul style="list-style-type: none"> •Define the terms 'income' and 'expenditure'; •List some of the items and services of expenditure in the school and in the home; •Prioritise items of expenditure in the home from most essential to least essential.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Why pay taxes?	<ul style="list-style-type: none"> •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)	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y4
PHF1, PHF2, HE1, HE2, HE3, HP3	SCARF Hotel (formerly Diversity World Hotel)	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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, FPC4, CF5, RR2, MW3, MW4, CAB1	My feelings are all over the place!	<ul style="list-style-type: none"> • 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!	<ul style="list-style-type: none"> • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens.
CAB1, CAB2	Period positive	<ul style="list-style-type: none"> • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • 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?	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y5
	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	<ul style="list-style-type: none"> •Explain what collaboration means; •Give examples of how they have worked collaboratively; •Describe the attributes needed to work collaboratively.
CF2, CF3	Give and take	<ul style="list-style-type: none"> •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?	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •Identify what things make a relationship unhealthy; •Identify who they could talk to if they needed help.
CF2, CF3, CF5, RR1	Being assertive	<ul style="list-style-type: none"> •Identify characteristics of passive, aggressive and assertive behaviours; •Understand and rehearse assertiveness skills.
MW2, MW3, MW4, MW9, MW10	Our emotional needs	<ul style="list-style-type: none"> •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.
OR2, OR3, MW8	Communication	<ul style="list-style-type: none"> •Understand that online communication can be misinterpreted; •Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
	Valuing Difference	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5	Qualities of friendship	<ul style="list-style-type: none"> •Define some key qualities of friendship; •Describe ways of making a friendship last; •Explain why friendships sometimes end.
RR1, RR2, RR4, RR5	Kind conversations	<ul style="list-style-type: none"> •Rehearse active listening skills; •Demonstrate respectfulness in responding to others; •Respond appropriately to others.
RR1, RR2, RR3, RR4, RR5, RR6, RR7	Happy being me	<ul style="list-style-type: none"> •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.
FPC3, CF3, RR1, RR2, RR4, RR5	The land of the Red People	<ul style="list-style-type: none"> •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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y5
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6	Is it true?	<ul style="list-style-type: none"> •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.
CF1, CF2, CF3, CF5	It could happen to anyone	<ul style="list-style-type: none"> •Identify the consequences of positive and negative behaviour on themselves and others; •Give examples of how individual/group actions can impact on others in a positive or negative way.
	Keeping Myself Safe	
DAT1	'Thinking' about habits	<ul style="list-style-type: none"> •Explain what a habit is, giving examples; •Describe why and how a habit can be hard to change.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jay's dilemma	<ul style="list-style-type: none"> •Recognise that there are positive and negative risks; •Explain how to weigh up risk factors when making a decision; •Describe some of the possible outcomes of taking a risk.
RR6, OR1, OR2, OR3, OR5, MW8, ISH5	Spot bullying	<ul style="list-style-type: none"> •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.
CF5, RR2, RR4, RR5, RR8, BS1, BS2	Ella's diary dilemma	<ul style="list-style-type: none"> •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.
CF5	Decision Dilemmas	<ul style="list-style-type: none"> •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.
OR1, OR2, OR3, OR4, BS1, BS4, ISH3, ISH5, ISH7	Play, Like, Share	<ul style="list-style-type: none"> •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.
DAT1	Drugs: true or false?	<ul style="list-style-type: none"> •Understand some of the complexities of categorising drugs; •Know that all medicines are drugs but not all drugs are medicines; •Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
ISH6, DAT1,	Smoking: what is normal?	<ul style="list-style-type: none"> •Understand the actual norms around smoking and the reasons for common misperceptions of these.
BS1	Would you risk it?	<ul style="list-style-type: none"> •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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y5
	Rights and Responsibilities	
ISH6, PHF2, PHF3, HE1	What's the story?	<ul style="list-style-type: none"> • Identify, write and discuss issues currently in the media concerning health and wellbeing; • Express their opinions on an issue concerning health and wellbeing; • Make recommendations on an issue concerning health and wellbeing.
OR4, ISH6	Fact or opinion?	<ul style="list-style-type: none"> • Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, responsibilities and duties	<ul style="list-style-type: none"> • Define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out.
MW5	Mo makes a difference	<ul style="list-style-type: none"> • 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)	Spending wisely	<ul style="list-style-type: none"> • 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!	<ul style="list-style-type: none"> • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Local councils	<ul style="list-style-type: none"> • Explain some of the areas that local councils have responsibility for; • Understand that local Councillors are elected to represent their local community.
	Being My Best	
DAT1	Getting fit	<ul style="list-style-type: none"> • Know two harmful effects each of smoking/drinking alcohol. • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Understand the actual norms around smoking and the reasons for common misperceptions of these.
Wider PSHE curriculum (not covered by DfE statutory requirements)	It all adds up!	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y5
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people.
ISH4	Star qualities	<ul style="list-style-type: none"> • 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.
BFA1, BFA2	Basic first aid	See link to external resources for further information
	Growing and Changing	
MW2, MW3, MW4	How are they feeling?	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Identify people who can be trusted; • Describe strategies for dealing with situations in which they would feel uncomfortable.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty	<ul style="list-style-type: none"> • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like.
BS7, CAB1	Changing bodies and feelings	<ul style="list-style-type: none"> • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty.
BS3, CAB1, CAB2	Growing up and changing bodies	<ul style="list-style-type: none"> • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens.
FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1	Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> • 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.
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> • 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.
RR1, RR6, RR7	Stop, start stereotypes	<ul style="list-style-type: none"> • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped.

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: Year 6

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y6
	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Working together	<ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's negotiate	<ul style="list-style-type: none"> • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task.
CF2, CF3, CF4, CF5	Solve the friendship problem	<ul style="list-style-type: none"> • 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.
CF5, RR2, RR4, RR5, RR8	Assertiveness Skills	<ul style="list-style-type: none"> • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
RR1, RR2, RR4, RR5, RR6, BS6	Behave yourself	<ul style="list-style-type: none"> • 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.
FPC2, FPC1, FPC2, CF3, MW1, MW2, MW3, MW4, CAB1	Dan's day	<ul style="list-style-type: none"> • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others.
FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7	Don't force me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal.
RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7	It's a puzzle	<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology.
	Valuing Difference	
CF2, RR1, RR6, BS1, MW3	Ok to be different	<ul style="list-style-type: none"> • 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.

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: Year 6

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y6
RR1, RR5, RR6, OR2	We have more in common than not	<ul style="list-style-type: none"> • 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.
RR1, RR2, RR3, RR5	Respecting differences	<ul style="list-style-type: none"> • Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
RR1, RR2, RR5	Tolerance and respect for others	<ul style="list-style-type: none"> • 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!	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
Keeping Myself Safe		
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Thinking before you click!	<ul style="list-style-type: none"> • 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.
OR3, OR5, ISH3	Traffic lights	<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology.
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	To share or not to share?	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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..?	<ul style="list-style-type: none"> • 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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y6
HE3, DAT1	Drugs: it's the law!	<ul style="list-style-type: none"> •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?	<ul style="list-style-type: none"> •Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; •Describe some of the effects and risks of drinking alcohol.
CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3	Joe's story (part 1)	<ul style="list-style-type: none"> •Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; •Explain how these emotional needs impact on people's behaviour; •Suggest positive ways that people can get their emotional need met.
FPC1, CF1, CF2, CF3, CF4, RR5, OR1	Joe's story (part 2)	<ul style="list-style-type: none"> •Understand that with independence comes responsibility •Explain how these emotional needs impact on people's behaviour; •Suggest positive ways that people can get their emotional needs met.
	Rights and Responsibilities	
RR7, ISH6	Two sides to every story	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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?	<ul style="list-style-type: none"> •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)	Jobs and taxes	<ul style="list-style-type: none"> •Recognise and explain that different jobs have different levels of pay and the factors that influence this; •Explain the different types of tax (income tax and VAT) which help to fund public services; •Evaluate the different public services and compare their value.
MW5	Action stations!	<ul style="list-style-type: none"> •Explain what we mean by the terms voluntary, community and pressure (action) group; •Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y6
Wider PSHE curriculum (not covered by DfE statutory requirements)	Project Pitch (parts 1 & 2)	<ul style="list-style-type: none"> • That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • Continue to develop the skills to exercise these responsibilities.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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		
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	Five Ways to Wellbeing project	<ul style="list-style-type: none"> • 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	<ul style="list-style-type: none"> • Identify aspirational goals; • Describe the actions needed to set and achieve these.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Our recommendations	<ul style="list-style-type: none"> • 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, DAT1	What's the risk? (1)	<ul style="list-style-type: none"> • Identify risk factors in a given situation (involving alcohol); • Understand and explain the outcomes of risk-taking in a given 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)	<ul style="list-style-type: none"> • 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

Requirements statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y6
	Growing and Changing	
2, MW4,	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> •Recognise some of the changes they have experienced and their emotional responses to changes; •Suggest positive strategies for dealing with change; •Identify people who can support someone who is dealing with a challenging time of change.
OR6, OR2,	I look great!	<ul style="list-style-type: none"> •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.
OR1, ISH2,	Media manipulation	<ul style="list-style-type: none"> •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.
OR5, OR6,	Pressure online	<ul style="list-style-type: none"> •Understand the risks of sharing images online and how these are hard to control, and how they can be used to manipulate people; •Understand that people can feel pressured to behave in a certain way because of the peer group; •Understand the norms of risk-taking behaviour and that these are usually lower than those of adults.
CAB2	Is this normal?	<ul style="list-style-type: none"> •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 their body; •Understand what FGM is and that it is an illegal practice in this country; •Know where someone could get support if they were concerned about their own or someone else's safety.
BS6, BS7,	Dear Ash	<ul style="list-style-type: none"> •Explain the difference between a safe and an unsafe secret; •Identify situations where someone might need to break a confidence in order to keep themselves safe.
BS6, CAB2	Making babies	<ul style="list-style-type: none"> •Identify the changes that happen through puberty to allow sexual reproduction to occur; •Know a variety of ways in which the sperm can fertilise the egg to create a baby; •Know the legal age of consent and what it means.
	What is HIV?	<ul style="list-style-type: none"> •Explain how HIV affects the body's immune system; •Understand that HIV is difficult to transmit; •Know how a person can protect themselves from HIV.

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DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit: RECEPTION	Learning Outcomes
	Me and My Relationships	
		<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about similarities and differences. • Name special people in their lives. • Describe different feelings. • Identify who can help if they are sad, worried or angry. • Identify ways to help others or themselves.
FPC1, FPC3 RR1, RR4, RR5 CF1	All about me	<ul style="list-style-type: none"> • Talk about their own interests. • Talk about their families.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit: RECEPTION	Learning Outcomes
		<ul style="list-style-type: none"> • Talk about how they are the same or different
RR1, RR3	What makes me special	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Talk about the important people in their lives • Understand that we have different special people • Name key people outside of families that are important to them
FPC2, FPC4, FPC6 CF1, CF2, CF3, CF5 BS5, BS8 MW9	Who can help me?	<ul style="list-style-type: none"> • Talk about when they might feel unsafe • Name the people who will help them. • Notice when a friend is in need at school
MW2, MW3, MW6, MW7 CF5 FPC6	My feelings	<ul style="list-style-type: none"> • Describe different emotions. • Explore how we feel at certain times or in certain situations • Identify ways to change feelings and calm down
MW2, MW3, MW6, MW7 CF2, CF5 FPC6	My feelings (2)	<ul style="list-style-type: none"> • Identify events that can make a person feel different • Suggest ways in which they can help a friend • Choose ways to help themselves when they are feeling different
Valuing Difference		
		<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Be sensitive towards others and celebrate their differences • Recognise that we can have things in common • Use speaking and listening skills to learn from others • Know the importance of showing care and respect • Demonstrate skills in building friendships
RR1, RR4	I'm special, you're special	<ul style="list-style-type: none"> • Describe their own positive attributes. • Share their likes and dislikes. • Listen to and respect the ideas of others
CF1, CF2, CF3 RR1, RR5 BS6 MW3	Same and different	<ul style="list-style-type: none"> • Recognise the similarities and differences • Discuss why differences should be celebrated • Retell a story.
FPC1, FPC2, FPC3, FPC4 RR1	Same and different families	<ul style="list-style-type: none"> • Talk about their family, customs and traditions • Listen to others talk about their experiences • Compare their own experiences with those of others
RR1	Same and different homes	<ul style="list-style-type: none"> • Recognise the similarities and differences

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit: RECEPTION	Learning Outcomes
		<ul style="list-style-type: none"> Talk about what makes their home feel... Be sensitive towards others.
CF2, CF3 RR2, RR3	Kind and caring (1)	<ul style="list-style-type: none"> Suggest ways in which we can be kind to... Demonstrate skills in cooperation with o...
CF1,CF2, CF3 RR1,RR2, RR3	Kind and caring (2)	<ul style="list-style-type: none"> Show friendly behaviour towards a peer... Build relationships with others.
Keeping Myself Safe		
		<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Talk about how to keep their bodies hea... Name ways to stay safe around medicin... Know how to stay safe in their home, cla... Know age-appropriate ways to stay safe... Name adults in their lives and those in t...
MW3 HP4, HP5 BS5	What's safe to go onto my body	<ul style="list-style-type: none"> Name things that keep their bodies safe... Name things that keep their bodies clea... Think about how to recognise things tha...
HE3, HP3 PH4 DAT1	Keeping Myself Safe – What's safe to go into my body (including medicines)	<ul style="list-style-type: none"> Make safe decisions about items they d... Talk about what our bodies need to stay... Name the safe ways to store medicine a...
FPC1 BS5	Safe indoors and outdoors	<ul style="list-style-type: none"> Name some hazards and ways to stay sa... Name some hazards and ways to stay sa... Show how to care for the safety of othe...
BS3, BS5, BS6, BS7 RR8	Listening to my feelings (1)	<ul style="list-style-type: none"> Name the adults who they can ask for h... Recognise the feelings they have when t... Talk about keeping themselves safe, saf...
OR3 BS2, BS5, BS6	Keeping safe online	<ul style="list-style-type: none"> Share ideas about activities that are saf... What to do and who to talk to if they fe...
FPC2, FPC6 BS4, BS5 BS6, BS8	People who help to keep me safe	<ul style="list-style-type: none"> Name the people in their lives who help... Name people in their community who h... Talk about ways to keep themselves saf...
Rights and Responsibilities		
		<p>Overarching learning intentions across this unit</p>

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit: RECEPTION	Learning Outcomes
		Children will be able to: <ul style="list-style-type: none"> • Understand that they can make a difference • Identify how they can care for their home • Talk about how they can make an impact • Talk about similarities and differences between • Demonstrate building relationships with
FPC1, FPC2, FPC3, FPC4	Looking after my special people	<ul style="list-style-type: none"> • Name the special people in their lives. • Understand that our special people can
CF1, CF2, CF3, RR1, RR8 BS6	Looking after my friends	<ul style="list-style-type: none"> • Talk about why friends are important and • Identify ways to care for a friend in need • Identify ways to help others in their com
RR2, RR3	Being helpful at home and caring for our classroom	<ul style="list-style-type: none"> • Identify ways in which they help at home • Recognise the importance of taking care • Name ways in which they can look after
RR3	Caring for our world	<ul style="list-style-type: none"> • Think about what makes the world special • Name ways in which they can help take energy, wasting less. • Talk about what can happen to living th
	Looking after money (1): recognising, spending, using	<ul style="list-style-type: none"> • Recognise coins and other items relating • Identify the uses of money.
	Looking after money (2): saving money and keeping it safe	<ul style="list-style-type: none"> • Talk about why it's important to keep m • Identify ways to save money. • Talk about why we save money.
	Being My Best	
© Copyright Coram Life Education SCARF resources V2.3		Overarching learning intentions across this unit Children will be able to: <ul style="list-style-type: none"> • Feel resilient and confident in their learn • Name and discuss different types of feel • Learn and use strategies or skills in appr • Understand that they can make healthy • Name and recognise how healthy choice
MW2, MW3 CF2 RR2	Bouncing back when things go wrong	<ul style="list-style-type: none"> • Share an experience where they haven • Develop their confidence and resilienc • Name a strategy to overcome a hurdle
MW2, MW3 CF2	Yes, I can!	<ul style="list-style-type: none"> • Share an experience where they haven • Develop their confidence and resilienc

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit: RECEPTION	Learning Outcomes
		<ul style="list-style-type: none"> Name a strategy to overcome a hurdle
HE1	Healthy eating (1)	<ul style="list-style-type: none"> Name and choose healthy foods and drink Understand there are some foods that are eaten in moderation). Explain the jobs of different food groups
HE1	Healthy eating (2)	<ul style="list-style-type: none"> Name and choose healthy foods and drink Understand there are some foods that are eaten in moderation). Explain the jobs of different food groups
PH2 HE1, HP3, HP4, HP5	Move your body	<ul style="list-style-type: none"> Describe the changes in their body during Explain how exercise can help us stay well Name some ways to keep their body fit
HP3, HP4, HP5	A good night's sleep	<ul style="list-style-type: none"> Understand why our body needs sleep. Talk about their own bedtime routine. Suggest ways to have a calm evening and
Growing and Changing		
		<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <p>Understand that there are changes in nature and</p> <ul style="list-style-type: none"> Name the different stages in childhood Understand that babies are made by a man and a woman Use the correct vocabulary when naming Know how to keep themselves safe.
CAB1	Seasons	<ul style="list-style-type: none"> Name the different seasons and describe Explain the changes that occur as seasons Talk about how they have grown in resil
CAB1	Life stages – plants, animals, humans	<ul style="list-style-type: none"> To understand that animals and humans Use relevant vocabulary such as egg, seed, names for young animals). Make observations and ask questions ab
FPC2, FPC3, FPC4, FPC5 CAB1 BS3	Life stages: Human life stage – who will I be?	<ul style="list-style-type: none"> Retell a story and respond to questions Use the language and describe the differ older age. Talk about their own experience of grow
FPC1, FPC3, FPC4 RR1 CAB1	Where do babies come from?	<ul style="list-style-type: none"> Explain that a baby is made by a woman's tummy. Understand that every family is different Talk about similarities and differences b
FPC1, FPC3, FPC4 RR1	Getting bigger	<ul style="list-style-type: none"> Talk about how they have changed as th Explain the differences between babies,

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit: RECEPTION	Learning Outcomes
CAB1 HE1, HP3		<ul style="list-style-type: none"> • Understand that we are all unique.
BS2, BS3, BS7, RR8, RR7	Me and my body – girls and boys	<ul style="list-style-type: none"> • Name parts of the body (including reproductive) • Explain which parts of their body are kept private • Tell or ask an appropriate adult for help