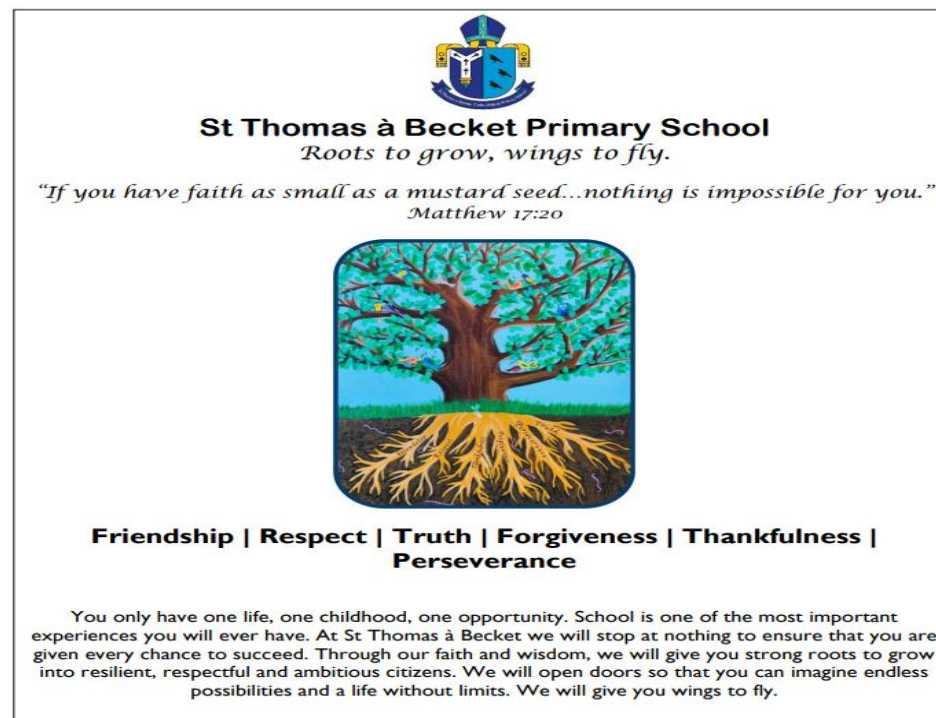




Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE)

Status	Statutory
Policy agreed date	July 2023
Approved by	FGB
Reviewed on	May 2026
Next review due	May 2028
Linked to	Safeguarding Policy Health and Safety Policy Behaviour Policy Anti-bullying Policy Equality and Diversity Policy

I am me...

“You are braver than you believe and stronger than you seem and smarter than you think.”

Christopher Robin to Winnie the Pooh

1. How this Policy was developed

This policy was written by Chloe Stobbart, Curriculum Lead and Headteacher, and developed in consultation with parents, teachers and other school staff, governors and the pupils at St Thomas a Becket Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school’s governing body.

As a Church of England Voluntary Aided school, our Relationships and Sex Education curriculum is firmly rooted in our Christian vision, “Roots to grow, wings to fly,” inspired by Matthew 17:20. Through our RSE provision, delivered using SCARF, we seek to nurture pupils who are resilient, respectful and ambitious, enabling them to flourish as individuals within God’s world. Our teaching reflects our core values of friendship, respect, truth, forgiveness, thankfulness and perseverance, promoting loving, kind and responsible relationships, while helping pupils understand their worth and dignity as made in the image of God. In line with SIAMS principles and statutory RSE guidance, our curriculum is inclusive, age-appropriate and safeguarding-focused, supporting pupils to develop empathy, honesty and self-respect, while learning how to keep themselves and others safe. We encourage pupils to reflect, make thoughtful choices and treat others with compassion, ensuring that our RSE curriculum supports their moral, spiritual and emotional development and prepares them for a life of positive relationships and service to others.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. In accordance with this, we deliver Sex Education in Year 5 and Year 6.

Health Education is also statutory in all schools¹.

¹ Except Independent Schools where PSHE education remains statutory.

We at St Thomas a Becket Primary School school acknowledge that under the Education Act 2002 and Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

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

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education,² as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

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

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

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

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At St Thomas a Becket Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices³. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. Due to our mixed age classes, our curriculum is delivered on a two- or three-year rolling programme, dependent on class. However, sex education is always taught in Year 5 and 6. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Chloe Stobbart, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

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

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

³ SCARF long term planning document <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

5. What is being taught

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage⁴ as well an overview of our Science programmes of study⁵.

The Early Years Foundation Stage

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

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

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

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may

⁴ SCARF medium term planning documents <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning> N.B. This will be updated by the end of the academic year 2025-26

⁵ Relationships and Sex Education can also be found within National Curriculum Science

use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

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

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y5 and Y6 ⁶children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

We also invite other external agencies into school to support us in the delivery of our PSHE curriculum, including the NSPCC and the Coram Life Education Bus. The PSHE Subject Lead ensures that the teaching delivered by visitors reflects the school's values and ethos and fits with our planned programme and published policy. All activities and visiting external agencies adhere to our Safeguarding policy and procedures.

6. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by the class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings. Lessons use a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. Relationships Education and Sex Education are clearly differentiated within our RSHE curriculum. Using SCARF, Relationships Education focuses on developing the knowledge, skills and values needed to build positive, respectful and safe relationships. This includes understanding friendships, family life, emotions, boundaries, personal safety and how to recognise and seek help in situations where something feels wrong, including sensitively addressing issues such as sexual violence in an age-appropriate way to support safeguarding. Relationships Education does not involve teaching the detail of sexual activity. Where Sex Education is taught, this is clearly identified and parents are informed in advance. In primary, Sex Education beyond the science curriculum is limited and may be withdrawn from at parental request. If pupils

ask questions relating to Sex Education that are not covered, or from which they have been withdrawn, teachers will respond in a calm, respectful and age-appropriate manner, following the SCARF ground rules, by acknowledging the question and, where appropriate, signposting pupils to discuss the matter with a parent or carer rather than providing explicit detail. This ensures pupils feel listened to and safe, while respecting parental rights and maintaining the boundaries of the curriculum.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the EQUA Mead Learning Trust safeguarding policy which can be found on our school website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our Emotional Literacy Support Assistant (ELSA). Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

7. How PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE at St Thomas a Becket Primary School:

SCARF Progress

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

SCARF Success

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

Wearing my SCARF

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

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

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

8. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender or is gender questioning, will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 10%⁷ of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents / carers, brothers or sisters, other family members and / or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the Trust's policies on anti-bullying, equality, diversity and inclusion for further information.

9. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships or Health Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their 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 (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be

⁷ <https://www.stonewall.org.uk/news/new-stats-reveal-that-lesbian-gay-and-bisexual-people-are-a-growing-part-of-uk-society>

taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families' values in regards to relationships and sex alongside the information they receive at school.

10. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Chloe Stobbart

11. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

12. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)

- Church of England Charter for RSE <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>
- Growing Faith <https://www.churchofengland.org/about/renewal-reform/growing-faith>
- Goodness and Mercy <https://goodnessandmercy.co.uk/about>
- https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

This policy should be read in conjunction with the following:

- School's own Safeguarding / Child Protection policy (inc. responding to disclosures)
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' ([2025](#))

Useful resources .

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

Coram SCARF Resources

RSE guidance and support materials online teaching and learning training film clips - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films>

Frequently Asked Questions - <https://www.coramlifeeducation.org.uk/frequently-asked-questions>

Long-term planning document - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/long-and-medium-term-plan>

Flexible Planning Tool - <https://www.coramlifeeducation.org.uk/scarf/planning>

How to answer children's questions that go beyond the planned curriculum - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rse-films-supporting-teaching-and-learning>

Assessment in PSHE education recorded webinar - <https://www.coramlifeeducation.org.uk/training/assessment-in-pshe-education>

SEND: signposting and support - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/signposting-and-support-for-children-with-additional-needs>

Protected Characteristics across SCARF - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/protected-characteristics-across-scarf>

Working with parents and carers - <https://www.coramlifeeducation.org.uk/working-with-parents-and-carers>

SCARF training - <https://www.coramlifeeducation.org.uk/training/scarf-training-teachers-schools-bespoke>

SCARF Teacher Training Portal - <https://www.coramlifeeducation.org.uk/teacher-training-portal>

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms. <https://pshe-association.org.uk/guidance/ks1-4/assessment>

Appendix 1: PSHE Curriculum Progression

Intent

Our school's approach to relationships and sex education (RSE) and health education (PSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by the key Biblical passage:

"I have come in order that you might have life – life in all its fullness" (John 10:10)

In St Thomas à Becket CEVA Primary School, we aim to treat everyone with dignity as all people are made in the image of God and are loved equally by God. We believe that all pupils have a right to an education which enables them to flourish and which is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

As part of our emphasis on the well-being and care of all pupils, our school seeks to ensure that the RSHE curriculum protects, informs and nurtures them. We aim to prepare pupils to cope with the physical and emotional challenges of growing up and in doing so, our RSHE curriculum clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

PSHE and RSE in St Thomas à Becket School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with (sex education). Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Implementation

At St Thomas à Becket CE Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities.

Class teachers follow the suggested six half termly units provided by SCARF for each year. SCARF lessons are carefully planned as part of a spiral curriculum, so that children are increasingly and appropriately challenged as they move up through the school. Our units are taught on a two-year rolling basis which accommodate our mixed-age classes. We continually assess the content to ensure that it is relevant and sensitive to the needs of the children. Our curriculum is set out below and is based on the six termly SCARF units which are outlined below:

1. Me and My Relationships
2. Valuing Difference
3. Keeping Myself Safe
4. Rights and Responsibilities
5. Being My Best
6. Growing and Changing

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

At St Thomas à Becket CEVA Primary School, our PSHE and RSE curriculum is organised around six progressive strands. Each strand explicitly delivers statutory content from the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (for implementation from September 2026)* and is sequenced to ensure pupils are taught knowledge and skills **before risk is likely to arise**, in line with safeguarding expectations.

1. Me and My Relationships

Statutory outcomes addressed:

- Caring friendships
- Respectful relationships
- Families and people who care for me

How this strand meets the guidance:

This strand develops pupils' understanding of friendships, emotions, communication, kindness, trust and conflict resolution from EYFS to Year 6. Pupils learn how to form positive relationships, recognise healthy and unhealthy behaviours, manage conflict without resorting to violence, and understand appropriate and inappropriate touch. This directly fulfils statutory expectations that pupils should learn how to build respectful relationships and keep themselves and others safe.

2. Valuing Difference

Statutory outcomes addressed:

- Respectful relationships
- Equality and respect for difference
- Anti-bullying and prejudice prevention

How this strand meets the guidance:

Through this strand, pupils learn to recognise, respect and celebrate difference, including within families, cultures, beliefs and individual identities. Progression moves from fairness and kindness in early years to challenging stereotypes, understanding discrimination and recognising the role of bystanders in upper key stage 2. This aligns with statutory guidance requiring schools to promote respect, challenge discrimination and meet Equality Act duties within Relationships Education.

3. Keeping Myself Safe

Statutory outcomes addressed:

- Being safe
- Online safety and awareness
- Consent, boundaries and recognising harm

How this strand meets the guidance:

Pupils progressively learn about bodily autonomy, consent, personal boundaries, trusted adults, safe and unsafe secrets, online safety, risk-taking and exploitation. Vocabulary and scenarios

become increasingly sophisticated across key stages, ensuring pupils can recognise harmful situations, including online harm, and know how and where to seek help. This directly meets the strengthened safeguarding emphasis in the 2026 guidance.

4. Rights and Responsibilities

Statutory outcomes addressed:

- Participation in society
- Understanding rules, laws and fairness
- Digital citizenship and media literacy

How this strand meets the guidance:

This strand supports pupils to understand their rights and responsibilities within school, online and in wider society. Learning progresses from self-regulation and classroom rules to understanding media influence, bias, money, democracy and social responsibility. This aligns with statutory expectations that pupils understand social norms, personal responsibility, and how choices affect others.

5. Being My Best

Statutory outcomes addressed:

- Mental wellbeing
- Physical health and healthy lifestyles
- Self-respect and resilience

How this strand meets the guidance:

Pupils develop strategies for maintaining physical and mental wellbeing, including healthy eating, physical activity, sleep, goal-setting and emotional resilience. Learning is sequenced to build independence, self-esteem and aspiration, supporting statutory health education outcomes and reinforcing the link between wellbeing, relationships and positive life choices.

6. Growing and Changing

Statutory outcomes addressed:

- Growing and changing

- Puberty and the human lifecycle
- Being safe (including bodily autonomy and help-seeking)

How this strand meets the guidance:

This strand delivers statutory learning about the human lifecycle, physical and emotional changes, and puberty in an age-appropriate and factual way. Teaching begins with understanding growth and change in early years and progresses to puberty, menstruation, emotional regulation, body image and help-seeking in upper key stage 2. Any non-statutory sex education content is clearly identified and taught sensitively and in line with parental rights. This fully meets statutory RSE and Health Education requirements.

Each strand of the PSHE and RSE curriculum at St Thomas à Becket CEVA Primary School is explicitly mapped to the statutory outcomes set out in the 2026 Relationships Education, Relationships and Sex Education and Health Education guidance. Together, they deliver a coherent, carefully sequenced curriculum that supports pupils' physical, emotional, spiritual and social development, enables them to keep themselves and others safe, and prepares them for positive, respectful relationships in a diverse society.

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Me and My Relationships	Nursery Communicate feelings in simple terms e.g. happy and sad and give reasons if upset. Reception Begin to solve small conflicts through speaking to each	Name different feelings. Identify ways of dealing with "not so good" feelings. Identify ways of asking for help.	Identifying the differences between bullying and teasing. Know and suggest school rules to encourage happiness/togetherness Give examples of what makes a good friend.	Find ways of helping others to resolve issues and disputes. Show ways to be a good friend. Know how to cooperate.	Recognise feelings based on body language. Know the difference between bullying and teasing. Explain what "assertive" means.	Give example of emotional needs. Explain the positive qualities of good friendship. Understand the concept of compromise	Explain assertive behaviours. Explain what is meant by compromise and cooperation. Explain what is appropriate/inappropriate touch and give examples.

	other and being assertive e.g. “stop that, I don’t like it” or “can I have a turn when you are finished?”	Understanding classroom/ rules for life.				Show assertive skills.	
<i>Vocabulary</i>	Special Family feelings	Rules Behaviour Friendship	Bullying Teasing Repeated	Compromise Conflict Collaborate	Consequences Assertive Aggressive	Negotiation Sensitive Resolution	Peer pressure Appropriate Inappropriate

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Valuing Difference	Nursery: Begin to take turns and share resources (with support). Reception: Begins to understand the perspective of others with support from an adult where needed.	Identifying how people are different. Identify when something is fair/unfair.	Identify how to be kind/ help others. Give examples of good listening skills and to be able to use them.	Recognise and respect diversity. Showing examples of tolerance.	Recognise and celebrate difference including religions and cultural differences. Understand and challenge stereotypes.	Recognise and celebrate difference. Give examples of different faiths and cultures. Explain that differences can be a source of conflict. Discuss the influence and pressure of social media.	Recognise and reflect on prejudice-based bullying. Explain the difference between an active and passive bystander.
Vocabulary	Special Same Different	Difference Respect fair	Help Caring Friendly	Prejudice Tolerance Diversity	Negotiation Compromise Stereotype	Discrimination Multicultural society Abuse	Witness Bystander Assumption

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Keeping Myself Safe	Nursery: Increasingly follows rules, understanding why they are important. Reception: Describe what keeps them healthy and safe e.g. healthy food, brushing my	Identify different feelings. Identify how our bodies behave when we have different feelings. Identify what bodies need to be healthy.	Give examples of safe/unsafe secrets. Give examples of touches that are ok/ not ok. Explain helpful/harmful medicines.	Give examples of taking and managing risk. Explain why medicines can be harmful and helpful. Explain how to stay safe online.	Manage risk and explain risky situations. Understand the norms of drug use. Understand the term "influence" that could change	Be able to manage risk, including staying safe online. Understand the norms around use of legal drugs.	Identify emotional needs. Know how to stay safe online. Explain the norms and risks of risky behaviours.

	teeth twice a day, exercise etc.	Discuss helpful/harmful medicines.			behaviour and decisions.		
Vocabulary	Safe Unsafe Tummy feelings	Feelings Private Consent	Touch Comfortable Uncomfortable	Strategies Consequences Risk	Danger Dare Influence	Assessing risk Substance Addiction	Right to privacy Physical needs Emotional needs

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
<i>Rights and Responsibilities</i>	Nursery: Can co-regulate with a trusted adult. Reception: Links events (in books, real life etc) with feelings and discuss them e.g. she is angry that he snatched the toy.	Identify and explain how to look after themselves. Identify ways to look after money.	Develop co-operation /self-regulation skills. Identify ways to settle to learning in and around the classroom.	Explain the differences between facts and opinions. Give examples of how to help others and know how to help others.	Making a difference in relation to help others and the environment. Understand the concept of media influence. Make decisions about spending money.	Understand about and give examples of personal rights and responsibilities(some related to health) Make decisions about lending, borrowing and spending.	Understand media bias, including social media. Explain how to care for communities and the environment. Suggest ways to earn and save money.
Vocabulary	Calm Happy Together	Responsibility Environment money	Personal information Saving Spending	Volunteer Fact Opinion	Courteous Influence Income/expenditure	Opinion Biased Unbiased	Democracy Interest Value

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
<i>Being My Best</i>	Nursery: Identify personal needs e.g. feeling hot or cold. Reception: Complete challenges/task independently. Discuss ways in which skills can be improved and demonstrate pride in achievements.	Identify and use different ideas of what to do if something is difficult. Identify and explain why certain foods are healthy and some are not healthy.	Developing strategies for keeping healthy. Setting simple goals to help with learning. Setting present and future goals.	Explain how to keep myself healthy. Take responsibility for own health. Explain and develop personal present and future aspirations. Give examples of personal goals.	Having choices and making decisions about personal health. Give examples of how to take care of own environment.	Grow independence and show responsibility. Show media awareness and safety.	Focus on aspirations and personal goal setting. Give examples of emotional and physical risks.
Vocabulary	Food Exercise Sleep	Healthy Persevere Germs	Practice Achieve Challenge	Balanced diet Goals Ambitions	Wellbeing Mental health Pro-active	Commitment Interpersonal skills Independence	Aspirations Community Reliable

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
<i>Growing and Changing</i>	Nursery: Able to recognise a baby and adult animal e.g. a calf and a cow/tadpole and a frog. Reception:	Identify a range of adults that can be trusted. Identify ways of becoming independent.	Understanding life cycles. Develop an understanding of how to deal with loss.	Explain how to create positive relationships. Explain what is needed to make a new human being.	Label and talk about some of the body parts that change during puberty. Begin to talk about and manage difficult feelings.	Manage difficult feelings. Manage change. Identify when help is needed and where to get help.	Offer advice about whether a secret should be kept or shared. Discuss emotional changes associated with "puberty".

	Know that we were babies and have grown up (and will continue to grow up) To know that things have happened in the past in own families (birth of siblings, moving house, getting a pet etc).	Identify body parts that boys and girls have that are different and the same.	Give examples of how to support someone else.	Identify unsafe secrets and understand what "body space" is.	Discuss relationships including marriage.		Develop an awareness of self-esteem and body image.
Vocabulary	Baby Child Growing	Surprise Secret Independent	My body is mine (bodily autonomy) Permission Names of body parts e.g. penis, vulva	Personal space Relationships Positive	Puberty Menstruation Hormones	Unwanted attention Unwanted touch In confidence	Conception Egg Sperm

Appendix 2: Mapping of RSE 2026 guidance to SCARF PSHE and RSE curriculum

Relationships education: content to be covered by the end of primary

Families and people who care for me

Statutory requirement SCARF lesson plans that support the teaching and learning of this

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
family

N Friends and

N Girls, boys and families
N Looking after others
N People who are special to me
N People who help me and keep me safe
R All about me
R I am a friend
R Keeping safe online
R Looking after my special people
R Me and my special people
R Safe indoors and outdoors
R Same and different
R Same and different families
R What makes me special
R Where do babies come from?
R Who can help me?
Y1 Who are our special people?
Y2 My special people
Y3 Family and friends
Y4 Friend or acquaintance?
Y4 My feelings are all over the place!

Y6 Advertising friendships!

Y6 What's the risk? (2)

2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. N Friends and family

N People who are special to me

R I am a friend

R I am caring

R Keeping safe online

R Life Stages: Human life stage - who will I be?

R Looking after my special people

R Me and my special people

R People who help to keep me safe

R Same and different

R Same and different families

R Where do babies come from?

R Who can help me?

Y1 Taking care of a baby

Y1 Who are our special people?

Y2 My special people

Y4 Friend or acquaintance?

Y4 My feelings are all over the place!

Y5 Help! I'm a teenager - get me out of here!

Y6 Dan's day (OPTIONAL)

Y6 Helpful or unhelpful? Managing change

3. That the families of other children, 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. N Friends and family

N People who are special to me

R All about me

R Getting bigger

R I am a friend

R I am caring

R Looking after my special people

R Me and my special people

R Same and different

R Same and different families

R Same and different homes

R What makes me special

R Where do babies come from?

Y1 Our special people balloons

Y1 Same or different?

Y1 Who are our special people?

Y2 My special people

Y3 Family and friends

Y3 Let's celebrate our differences

Y3 Our friends and neighbours

Y4 The people we share our world with

Y4 Together

Y4 What would I do?

Y5 Making babies (OPTIONAL)

Y5 The land of the Red People

Y6 Don't force me

Y6 Making babies

4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. N People who help me and keep me safe

R I am a friend

R Life Stages: Human life stage - who will I be?

R Looking after my special people

R People who help to keep me safe

R Same and different

R Same and different families

R Same and different homes

Y1 Our special people balloons

Y1 Same or different?

Y1 Who are our special people?

Y2 My special people

Y3 Family and friends

Y4 My feelings are all over the place!

Y4 Preparing for changes at puberty

Y4 Together

Y5 Help! I'm a teenager - get me out of here!

Y5 Making babies (OPTIONAL)

Y6 Advertising friendships!

Y6 Don't force me

Y6 Making babies

Y6 Online Sexual Content (OPTIONAL)

5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. N Girls, boys and families

R I am a friend

R I am caring

R Life Stages: Human life stage - who will I be?

R Same and different

R Where do babies come from?

Y4 Together

Y6 Don't force me

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. R
My feelings

R My feelings (2)

R People who help to keep me safe

Y1 Good or bad touches?

Y1 Surprises and secrets

Y1 Who can help? (1)

Y3 Family and friends

Y5 Growing up and changing bodies

Y6 Don't force me

Y6 Helpful or unhelpful? Managing change

Caring friendships

Statutory requirement SCARF lesson plans that support the teaching and learning of this

1. How important friendships are in making us feel happy and secure, and how people choose and make friends. N Friends and family

N Including everyone

R All about me

R I am a friend

R Looking after my friends

R Me and my special people

R My feelings (2)

R Same and different

R Who can help me?

Y1 Good friends

Y2 Being a good friend

Y3 Friends are special

Y3 Looking after our special people

Y3 Relationship tree

Y4 Can you sort it?

Y4 Friend or acquaintance?

Y4 Together

Y5 How good a friend are you?

Y5 It could happen to anyone (OPTIONAL)

Y5 Qualities of friendship

Y5 Would you risk it?

Y6 Advertising friendships!

Y6 Dan's day (OPTIONAL)

2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. N Including everyone

R Bouncing back when things go wrong

R I am a friend

R I am caring

R Looking after my friends

R My feelings (2)

R Same and different

R Who can help me?

Y1 Good friends

Y1 It's not fair!

Y1 Unkindness, teasing or bullying?

Y1 Who can help? (2)

Y2 A helping hand

Y2 An act of kindness

Y2 Being a good friend

Y2 When someone is feeling left out

Y3 How can we solve this problem?

Y4 An email from Harold!

Y4 Can you sort it?

Y4 Keeping ourselves safe

Y4 Ok or not ok? (part 1)

Y4 The people we share our world with

Y5 Being assertive

Y5 Give and take

Y5 How good a friend are you?

Y5 It could happen to anyone (OPTIONAL)

Y5 Qualities of friendship

Y5 Relationship cake recipe

Y5 The land of the Red People

Y5 Would you risk it?

Y6 Advertising friendships!

Y6 Dan's day (OPTIONAL)

Y6 Joe's story (part 1) (OPTIONAL)

Y6 Online Sexual Content (OPTIONAL)

Y6 Solve the friendship problem

Y6 What's the risk? (1)

3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. N People who are special to me

R I am a friend

R I am caring

R Looking after my friends

R My feelings (2)

R Same and different

R Who can help me?

R Yes, I can!

Y1 Good friends

Y1 It's not fair!

Y1 Pass on the praise!

Y2 Types of bullying

Y3 Friends are special

Y3 Looking after our special people

Y4 An email from Harold!

Y4 Can you sort it?

Y4 Friend or acquaintance?

Y5 Being assertive

Y5 Give and take

Y5 How good a friend are you?

Y5 It could happen to anyone (OPTIONAL)

Y5 Qualities of friendship

Y5 Relationship cake recipe

Y6 Advertising friendships!

Y6 Dan's day (OPTIONAL)

Y6 Five Ways to Wellbeing project

Y6 Joe's story (part 1) (OPTIONAL)

Y6 OK to be different

Y6 Solve the friendship problem

Y6 What's the risk? (1)

4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. N Including everyone

R I am a friend

R I am caring

R My feelings (2)

R Same and different

Y1 Good friends

Y1 Harold has a bad day

Y1 How are you listening?

Y1 It's not fair!

Y1 Pass on the praise!

Y1 Unkindness, teasing or bullying?
Y1 Who can help? (2)
Y2 Being a good friend
Y2 Bullying or teasing? (OPTIONAL)
Y2 Don't do that!
Y2 Getting on with others
Y2 Types of bullying
Y3 Friends are special
Y3 Looking after our special people
Y3 My changing body
Y3 Relationship tree
Y3 Zeb
Y4 An email from Harold!
Y4 Can you sort it?
Y4 Friend or acquaintance?
Y4 Making choices
Y4 Ok or not ok? (part 1)
Y4 Ok or not ok? (part 2)
Y4 The people we share our world with
Y4 Together

Y4 Under pressure

Y4 What would I do?

Y5 Being assertive

Y5 Give and take

Y5 How good a friend are you?

Y5 It could happen to anyone (OPTIONAL)

Y5 Qualities of friendship

Y5 Relationship cake recipe

Y5 Would you risk it?

Y6 Advertising friendships!

Y6 Boys will be boys? - challenging gender stereotypes

Y6 Dan's day (OPTIONAL)

Y6 Is this normal?

Y6 Joe's story (part 1) (OPTIONAL)

Y6 OK to be different

Y6 Online Sexual Content (OPTIONAL)

Y6 Solve the friendship problem

Y6 Tolerance and respect for others

Y6 What's the risk? (1)

5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. N Looking after others

R I am a friend

R Keeping safe online

R My feelings (2)

R Same and different

Y1 Harold has a bad day

Y1 How are you listening?

Y1 It's not fair!

Y1 Surprises and secrets

Y1 Unkindness, teasing or bullying?

Y1 Who can help? (1)

Y1 Who can help? (2)

Y2 Solve the problem

Y3 Friends are special

Y3 How can we solve this problem?

Y4 Can you sort it?

Y4 Ok or not ok? (part 1)

Y4 Ok or not ok? (part 2)

Y4 Together

Y4 What would I do?

Y5 How good a friend are you?

Y5 Qualities of friendship

Y5 Relationship cake recipe

Y5 Would you risk it?

Y6 Advertising friendships!

Y6 Solve the friendship problem

6. How to manage conflict, and that resorting to violence is never right. R Life Stages: Human life stage - who will I be?

Y1 How are you listening?

Y1 Pass on the praise!

Y2 Getting on with others

Y2 Solve the problem

Y3 Friends are special

Y3 Relationship tree

Y4 Can you sort it?

Y4 How dare you!

Y4 Islands

Y4 Keeping ourselves safe

Y4 My feelings are all over the place!

Y4 Ok or not ok? (part 1)

Y4 Ok or not ok? (part 2)

Y4 Together

Y4 What would I do?

Y5 Being assertive

Y5 Ella's diary dilemma (OPTIONAL)

Y5 It could happen to anyone (OPTIONAL)

Y5 Qualities of friendship

Y5 Relationship cake recipe

Y5 Would you risk it?

Y6 Advertising friendships!

Y6 Assertiveness skills

Y6 Joe's story (part 1) (OPTIONAL)

Y6 Solve the friendship problem

Y6 What's the risk? (1)

7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (2) R My feelings

Y1 Harold has a bad day

Y1 How are you listening?

Y1 It's not fair!

Y1 Surprises and secrets

Y1 Unkindness, teasing or bullying?

Y1 Who can help? (1)

Y1 Who can help? (2)

Y2 Solve the problem

Y3 Friends are special

Y3 How can we solve this problem?

Y4 Can you sort it?

Y4 Ok or not ok? (part 1)

Y4 Ok or not ok? (part 2)

Y4 Together

Y4 What would I do?

Y5 How good a friend are you?

Y5 Qualities of friendship

Y5 Relationship cake recipe

Y5 Would you risk it?

Y6 Advertising friendships!

Y6 Solve the friendship problem

Respectful, kind relationships

Statutory requirement SCARF lesson plans that support the teaching and learning of this

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. N Including everyone

N Looking after others

R All about me

R I am a friend

R I am caring

R I'm special, you're special

R Looking after my friends

R Me and my special people

R Same and different

Y1 How are you listening?

Y1 Pass on the praise!

Y1 Same or different?

Y2 What makes us who we are?

Y3 For or against?

Y3 How can we solve this problem?

Y3 Let's celebrate our differences

Y3 Our friends and neighbours

Y3 Respect and challenge

Y3 Thunks

Y3 Zeb

Y4 Can you sort it?
Y4 Friend or acquaintance?
Y4 Keeping ourselves safe
Y4 Making choices
Y4 Ok or not ok? (part 1)
Y4 Ok or not ok? (part 2)
Y4 The people we share our world with
Y4 Together
Y4 Under pressure
Y4 What makes me ME!
Y4 What would I do?
Y5 Being assertive
Y5 Happy being me
Y5 Help! I'm a teenager - get me out of here!
Y5 Is it true?
Y5 Kind conversations
Y5 Qualities of friendship
Y5 Stop, start, stereotypes
Y5 The land of the Red People
Y6 Behave yourself

Y6 Boys will be boys? - challenging gender stereotypes

Y6 Don't force me

Y6 I look great!

Y6 Is this normal?

Y6 Joe's story (part 1) (OPTIONAL)

Y6 Media manipulation

Y6 OK to be different

Y6 Online Sexual Content (OPTIONAL)

Y6 Respecting differences

Y6 Tolerance and respect for others

Y6 We have more in common than not

Y6 What's the risk? (1)

2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. R Listening to my feelings

Y1 Harold has a bad day

Y1 It's not fair!

Y1 Same or different?

Y1 Why we have classroom rules

Y2 An act of kindness

Y2 How do we make others feel?

Y2 Our ideal classroom (1)

Y2 What makes us who we are?

Y3 For or against?

Y3 Let's celebrate our differences

Y3 Our friends and neighbours

Y3 Thunks

Y3 Zeb

Y4 Can you sort it?

Y4 Human machines

Y4 My feelings are all over the place!

Y4 Ok or not ok? (part 1)

Y4 The people we share our world with

Y4 What makes me ME!

Y4 What would I do?

Y5 Ella's diary dilemma (OPTIONAL)

Y5 Happy being me

Y5 Help! I'm a teenager - get me out of here!

Y5 Is it true?

Y5 Kind conversations

Y5 Qualities of friendship

Y5 The land of the Red People

Y5 Would you risk it?

Y6 Assertiveness skills

Y6 Behave yourself

Y6 Boys will be boys? - challenging gender stereotypes

Y6 I look great!

Y6 Online Sexual Content (OPTIONAL)

Y6 Respecting differences

Y6 Tolerance and respect for others

3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.R Bouncing back when things go wrong

R I am a friend

R I am caring

R Me and my body - girls and boys

R My feelings (2)

Y1 Harold has a bad day

Y1 Harold's school rules

Y1 It's not fair!

Y1 Pass on the praise!

Y1 Why we have classroom rules

Y2 An act of kindness

Y2 Getting on with others

Y2 Our ideal classroom (1)

Y3 For or against?

Y3 Friends are special

Y3 Respect and challenge

Y3 Thunks

Y3 Zeb

Y4 Can you sort it?

Y4 How do we make a difference?

Y4 In the news!

Y4 Ok or not ok? (part 1)

Y4 What would I do?

Y5 Ella's diary dilemma (OPTIONAL)

Y5 Happy being me

Y5 Help! I'm a teenager - get me out of here!

Y5 Qualities of friendship

Y5 Relationship cake recipe

Y5 Would you risk it?

Y6 Online Sexual Content (OPTIONAL)

Y6 Respecting differences

4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. R I am caring

R Looking after my friends

R Same and different

Y1 Who can help? (2)

Y2 Bullying or teasing? (OPTIONAL)

Y4 How dare you!

Y4 Keeping ourselves safe

Y4 Ok or not ok? (part 2)

Y4 The people we share our world with

Y4 What makes me ME!

Y5 Drugs: true or false? (OPTIONAL)

Y5 Ella's diary dilemma (OPTIONAL)

Y5 Happy being me

Y5 Help! I'm a teenager - get me out of here!

Y5 Kind conversations

Y5 Qualities of friendship

Y5 Relationship cake recipe

Y5 The land of the Red People

Y5 Would you risk it?

Y6 Acting appropriately

Y6 Assertiveness skills

Y6 Behave yourself

Y6 I look great!

Y6 Joe's story (part 1) (OPTIONAL)

Y6 Media manipulation

Y6 We have more in common than not

Y6 What's the risk? (1)

5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. N
Including everyone

R All about me

R Life Stages: Human life stage - who will I be?

R Looking after my special people

R Me and my special people

R My feelings (2)

R Same and different

R Same and different families

R Same and different homes

R What makes me special

R Where do babies come from?

R Who can help me?

Y1 Harold has a bad day

Y1 Harold's school rules

Y1 Pass on the praise!

Y1 Taking care of something

Y1 Unkindness, teasing or bullying?

Y1 Who can help? (2)

Y2 Bullying or teasing? (OPTIONAL)

Y2 Don't do that!

Y2 Getting on with others

Y2 Types of bullying

Y3 Our friends and neighbours

Y3 Zeb

Y4 Can you sort it?

Y4 How do we make a difference?

Y4 Ok or not ok? (part 1)

Y4 Ok or not ok? (part 2)

Y4 Safety in numbers

Y4 The people we share our world with

Y4 What would I do?

Y5 Decision dilemmas

Y5 Ella's diary dilemma (OPTIONAL)

Y5 Happy being me

Y5 Kind conversations

Y5 Qualities of friendship

Y5 Relationship cake recipe

Y5 Spot bullying

Y5 Taking notice of our feelings

Y5 The land of the Red People

Y6 Acting appropriately

Y6 Assertiveness skills

Y6 Behave yourself

Y6 Boys will be boys? - challenging gender stereotypes

Y6 Don't force me

Y6 Respecting differences

Y6 Tolerance and respect for others

Y6 We have more in common than not

Y6 What's the risk? (1)

Y6 What's the risk? (2)

6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. N
Looking after others

R Being helpful at home and caring for our classroom

R I am a friend

R Life Stages: Human life stage - who will I be?

R Looking after my friends

R My feelings (2)

Y1 Pass on the praise!

Y1 Unkindness, teasing or bullying?

Y1 Who can help? (2)

Y1 Why we have classroom rules

Y2 Bullying or teasing? (OPTIONAL)

Y2 Don't do that!

Y2 Getting on with others

Y2 Types of bullying

Y2 What makes us who we are?

Y3 Friends are special

Y3 Let's celebrate our differences

Y3 Looking after our special people

Y3 Zeb

Y4 Can you sort it?

Y4 How dare you!

Y4 Keeping ourselves safe

Y4 Making choices

Y4 Ok or not ok? (part 1)

Y4 Ok or not ok? (part 2)

Y4 Safety in numbers

Y4 Under pressure

Y4 What would I do?

Y5 Ella's diary dilemma (OPTIONAL)

Y5 Happy being me

Y5 Is it true?

Y5 Spot bullying

Y5 Stop, start, stereotypes

Y5 Would you risk it?

Y6 Acting appropriately

Y6 Behave yourself

Y6 Boys will be boys? - challenging gender stereotypes

Y6 I look great!

Y6 OK to be different

Y6 We have more in common than not

Y6 What's the risk? (1)

7. The conventions of courtesy and manners. N Looking after my environment

R Being helpful at home and caring for our classroom

R Caring for our world

R Looking after my friends

R Same and different homes

Y1 Why we have classroom rules

Y2 Our ideal classroom (2) (OPTIONAL)

Y3 Zeb

Y4 What would I do?

8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. N I can do it!

N I can keep trying

N I'm special

N Marvellous me!

N Me and my friends

R All about me

R Bouncing back when things go wrong

R I'm special, you're special

R Same and different

R What makes me special

R Yes, I can!

Y1 Feelings and bodies

Y1 Good or bad touches?

Y1 Surprises and secrets

Y1 Who are our special people?

Y2 Harold's picnic

Y3 My community

Y3 Our helpful volunteers

Y3 Secret or surprise?

Y4 An email from Harold!

Y4 Islands

Y4 Secret or surprise?

Y4 Volunteering is cool (OPTIONAL)

Y5 Ella's diary dilemma (OPTIONAL)

Y5 Growing up and changing bodies

Y5 Mo makes a difference

Y6 Action stations! (OPTIONAL)

Y6 Advertising friendships!

Y6 Assertiveness skills

Y6 Boys will be boys? - challenging gender stereotypes

Y6 Community art (OPTIONAL)

Y6 Don't force me

Y6 Fakebook friends

Y6 Five Ways to Wellbeing project

Y6 Helpful or unhelpful? Managing change

Y6 I look great!

Y6 It's a puzzle (OPTIONAL)

Y6 Joe's story (part 1) (OPTIONAL)

Y6 Online Sexual Content (OPTIONAL)

Y6 Rat Park

Y6 Think before you click!

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. Y1 Unkindness, teasing or bullying?

Y1 Who can help? (2)

Y2 Bullying or teasing? (OPTIONAL)

Y2 Don't do that!

Y2 Getting on with others

Y2 Types of bullying

Y3 Let's celebrate our differences

Y3 Zeb

Y4 How dare you!

Y4 Keeping ourselves safe

Y4 Safety in numbers

Y4 Under pressure

Y4 What would I do?

Y5 Ella's diary dilemma (OPTIONAL)

Y5 Happy being me

Y5 Is it true?

Y5 Spot bullying

Y5 Stop, start, stereotypes

Y6 Acting appropriately

Y6 Behave yourself

Y6 Boys will be boys? - challenging gender stereotypes

Y6 I look great!

Y6 OK to be different

Y6 We have more in common than not

Y6 What's the risk? (1)

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. N Girls, boys and families

N When I was a baby

R Me and my body - girls and boys

Y3 Family and friends

Y3 Zeb

Y4 That is such a stereotype!

Y5 Happy being me

Y5 Is it true?

Y5 Stop, start, stereotypes

Y6 Boys will be boys? - challenging gender stereotypes

Y6 Media manipulation

Y6 Two sides to every story

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. R
Listening to my feelings

Y1 Harold has a bad day

Y1 How are you listening?

Y1 It's not fair!

Y1 Surprises and secrets
Y1 Unkindness, teasing or bullying?
Y1 Who can help? (1)
Y1 Who can help? (2)
Y2 Solve the problem
Y3 Family and friends
Y3 Friends are special
Y3 How can we solve this problem?
Y3 Zeb
Y4 Can you sort it?
Y4 Ok or not ok? (part 1)
Y4 Ok or not ok? (part 2)
Y4 That is such a stereotype!
Y4 Together
Y4 What would I do?
Y5 Happy being me
Y5 How good a friend are you?
Y5 Qualities of friendship
Y5 Relationship cake recipe
Y5 Stop, start, stereotypes

Y6 Advertising friendships!

Y6 Boys will be boys? - challenging gender stereotypes

Y6 Solve the friendship problem

Y6 Two sides to every story

Online safety and awareness

Statutory requirement SCARF lesson plans that support the teaching and learning of this

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. Y1 Unkindness, teasing or bullying?

Y1 Who can help? (2)

Y2 Bullying or teasing? (OPTIONAL)

Y2 Playing games

Y2 Types of bullying

Y3 Let's celebrate our differences

Y3 None of your business!

Y3 Relationship tree

Y3 Zeb

Y4 Can you sort it?

Y4 How dare you!

Y4 How do we make a difference?

Y4 Ok or not ok? (part 2)

Y4 Traffic lights (OPTIONAL)

Y4 What would I do?

Y5 Communication (OPTIONAL)

Y5 Ella's diary dilemma (OPTIONAL)

Y5 Is it true?

Y5 Play, like, share 1

Y5 Play, like, share 2

Y5 Spot bullying

Y5 Stop, start, stereotypes

Y6 Boys will be boys? - challenging gender stereotypes

Y6 I look great!

Y6 It's a puzzle (OPTIONAL)

Y6 Think before you click!

Y6 To share or not to share?

Y6 We have more in common than not

Y6 What's the risk? (1)

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. Y2 Playing games

Y3 I am fantastic!

Y3 None of your business!

Y3 Super Searcher

Y4 Ok or not ok? (part 2)

Y5 Play, like, share 1

Y5 Play, like, share 2

Y5 Spot bullying

Y5 Would you risk it?

Y6 Fakebook friends

Y6 It's a puzzle (OPTIONAL)

Y6 Media manipulation

Y6 Online Sexual Content (OPTIONAL)

Y6 Pressure online

Y6 Think before you click!

Y6 To share or not to share?

Y6 What's the risk? (2)

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. R Keeping safe online

Y1 Sharing pictures

Y3 None of your business!

Y3 Super Searcher

Y4 How do we make a difference?

Y4 Keeping ourselves safe

Y4 Picture wise

Y4 Traffic lights (OPTIONAL)

Y5 Communication (OPTIONAL)

Y5 Is it true?

Y5 Play, like, share 1

Y5 Play, like, share 2

Y5 Spot bullying

Y5 Would you risk it?

Y6 It's a puzzle (OPTIONAL)

Y6 Online Sexual Content (OPTIONAL)

Y6 Pressure online

Y6 Think before you click!

Y6 To share or not to share?

Y6 What's the risk? (2)

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. R Keeping safe online

Y1 Sharing pictures

Y2 Bullying or teasing? (OPTIONAL)

Y2 Types of bullying

Y3 Let's celebrate our differences

Y3 None of your business!

Y3 Super Searcher

Y3 Zeb

Y4 How do we make a difference?

Y4 Keeping ourselves safe

Y4 Picture wise

Y4 Preparing for changes at puberty

Y4 Traffic lights (OPTIONAL)

Y4 What would I do?

Y5 Communication (OPTIONAL)

Y5 Ella's diary dilemma (OPTIONAL)

Y5 Growing up and changing bodies

Y5 Is it true?

Y5 Play, like, share 1

Y5 Play, like, share 2

Y5 Spot bullying

Y6 I look great!

Y6 It's a puzzle (OPTIONAL)

Y6 Media manipulation

Y6 Pressure online

Y6 Think before you click!

Y6 To share or not to share?

Y6 What's the risk? (1)

Y6 What's the risk? (2)

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. R Keeping safe online

Y1 Sharing pictures

Y1 Who can help? (2)

Y2 Bullying or teasing? (OPTIONAL)

Y3 Let's celebrate our differences

Y3 None of your business!

Y3 Super Searcher

Y3 Zeb

Y4 In the news!

Y4 Picture wise

Y4 Raisin challenge (2)

Y4 That is such a stereotype!

Y4 Traffic lights (OPTIONAL)

Y4 Under pressure

Y5 Communication (OPTIONAL)

Y5 Ella's diary dilemma (OPTIONAL)

Y5 Is it true?

Y5 Play, like, share 1

Y5 Play, like, share 2

Y5 Spot bullying

Y6 I look great!

Y6 It's a puzzle (OPTIONAL)

Y6 Media manipulation

Y6 Pressure online

Y6 Think before you click!

Y6 To share or not to share?

Y6 What's the risk? (1)

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. R Keeping safe online

Y1 Sharing pictures

Y1 Unkindness, teasing or bullying?

Y1 Who can help? (2)

Y2 Bullying or teasing? (OPTIONAL)

Y3 As a rule

Y3 Let's celebrate our differences

Y3 None of your business!

Y3 Zeb

Y4 How do we make a difference?

Y4 In the news!

Y4 Keeping ourselves safe

Y4 Picture wise

Y4 That is such a stereotype!

Y4 Traffic lights (OPTIONAL)

Y4 Under pressure

Y4 What would I do?

Y5 Communication (OPTIONAL)

Y5 Is it true?

Y5 Play, like, share 1

Y5 Play, like, share 2

Y5 Spot bullying

Y5 Star qualities?

Y5 Stop, start, stereotypes

Y6 Boys will be boys? - challenging gender stereotypes

Y6 Fakebook friends

Y6 It's a puzzle (OPTIONAL)

Y6 Media manipulation

Y6 Online Sexual Content (OPTIONAL)

Y6 Pressure online

Y6 Think before you click!

Y6 To share or not to share?

Y6 What's the risk? (1)

Y6 What's the risk? (2)

Being Safe

Statutory requirement SCARF lesson plans that support the teaching and learning of this

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. R Listening to my feelings

R Who can help me?

Y1 Good or bad touches?

Y1 Harold's school rules

Y1 Surprises and secrets

Y2 Fun or not?

Y2 How safe would you feel?

Y2 Should I tell?

Y2 Some secrets should never be kept

Y2 What should Harold say?

Y3 Dan's dare

Y3 None of your business!

Y3 Raisin challenge (1) (OPTIONAL)

Y3 Safe or unsafe?

Y3 Secret or surprise?

Y4 How dare you!

Y4 Islands

Y4 Raisin challenge (2)

Y4 Secret or surprise?

Y4 Traffic lights (OPTIONAL)

Y4 What would I do?

Y5 Ella's diary dilemma (OPTIONAL)

Y5 Independence and responsibility

Y5 Is it true?

Y5 Play, like, share 1

Y5 Play, like, share 2

Y5 Taking notice of our feelings

Y5 Would you risk it?

Y6 Acting appropriately

Y6 It's a puzzle (OPTIONAL)

Y6 OK to be different

Y6 Pressure online

Y6 Think before you click!

Y6 To share or not to share?

Y6 What's the risk? (1)

Y6 What's the risk? (2)

2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. R Listening to my feelings

R Me and my body - girls and boys

Y1 Good or bad touches?

Y1 Surprises and secrets

Y2 My body, your body

Y2 Respecting privacy

Y2 Should I tell?

Y2 Some secrets should never be kept

Y3 Secret or surprise?

Y4 How do we make a difference?

Y4 Secret or surprise?

Y5 Dear Ash

Y5 Ella's diary dilemma (OPTIONAL)

Y5 Growing up and changing bodies

Y6 Acting appropriately

Y6 It's a puzzle (OPTIONAL)

Y6 To share or not to share?

Y6 What's the risk? (2)

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. R Listening to my feelings

R Me and my body - girls and boys

Y1 Keeping privates private

Y2 Fun or not?

Y2 How safe would you feel?

Y2 Should I tell?

Y2 Some secrets should never be kept

Y2 What should Harold say?

Y3 Body space

Y3 Secret or surprise?

Y4 Islands

Y4 Secret or surprise?

Y5 Changing bodies and feelings

Y5 Growing up and changing bodies

Y5 Making babies (OPTIONAL)

Y5 Taking notice of our feelings

Y6 Acting appropriately

Y6 Don't force me

Y6 Making babies

Y6 Online Sexual Content (OPTIONAL)

Y6 Pressure online

Y6 To share or not to share?

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. R Listening to my feelings

R People who help to keep me safe

Y1 Surprises and secrets

Y2 I don't like that!

Y2 Some secrets should never be kept

Y2 What should Harold say?

Y3 Danger or risk?

Y3 None of your business!

Y3 Safe or unsafe?

Y3 Secret or surprise?

Y4 Danger, risk or hazard?

Y4 Secret or surprise?

Y5 Dear Ash

Y5 Play, like, share 1

Y5 Play, like, share 2

Y5 Taking notice of our feelings

Y5 Would you risk it?

Y6 Acting appropriately

Y6 Don't force me

Y6 It's a puzzle (OPTIONAL)

Y6 Pressure online

Y6 What's the risk? (2)

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

R

Listening to my feelings

R People who help to keep me safe

R Who can help me?

Y1 Good or bad touches?

Y1 Our feelings

Y1 Surprises and secrets
Y1 Thinking about feelings
Y1 Who can help? (1)
Y1 Who can help? (2)
Y2 Fun or not?
Y2 How safe would you feel?
Y2 Should I tell?
Y3 None of your business!
Y3 Safe or unsafe?
Y3 Secret or surprise?
Y3 The Risk robot
Y4 Danger, risk or hazard?
Y4 Islands
Y4 Secret or surprise?
Y4 When feelings change (OPTIONAL)
Y5 Dear Ash
Y5 Taking notice of our feelings
Y6 Acting appropriately
Y6 Don't force me
Y6 Pressure online

Y6 To share or not to share?

Y6 What's the risk? (1)

6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. R Listening to my feelings

R People who help to keep me safe

Y1 Good or bad touches?

Y1 Keeping privates private

Y1 Surprises and secrets

Y1 Who can help? (2)

Y2 Feeling safe

Y3 Body space

Y3 None of your business!

Y3 Safe or unsafe?

Y3 Secret or surprise?

Y4 All change!

Y4 Safety in numbers

Y4 Secret or surprise?

Y4 Who helps us stay healthy and safe?

Y5 Dear Ash

Y5 Making babies (OPTIONAL)

Y5 Taking notice of our feelings

Y6 Acting appropriately

Y6 Don't force me

Y6 Is this normal?

Y6 Making babies

Y6 Online Sexual Content (OPTIONAL)

Y6 To share or not to share?

7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. N People who help me and keep me safe

R Listening to my feelings

R People who help to keep me safe

R Who can help me?

Y1 Good or bad touches?

Y1 Surprises and secrets

Y1 Who can help? (2)

Y2 Feeling safe

Y3 Helping each other to stay safe

Y3 My changing body

Y3 Raisin challenge (1) (OPTIONAL)

Y3 Safe or unsafe?

Y4 How dare you!

Y4 Who helps us stay healthy and safe?

Y5 Dear Ash

Y5 Making babies (OPTIONAL)

Y5 Taking notice of our feelings

Y6 Acting appropriately

Y6 Behave yourself

Y6 Making babies

Health and wellbeing: content to be covered by the end of primary

General wellbeing

Statutory requirement SCARF lesson plans that support the teaching and learning of this

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. N Me and my friends

R Caring for our world

R My healthy mind

Y1 Feelings and bodies

Y1 Who are our special people?

Y2 Harold's picnic

Y3 My community

Y3 Our helpful volunteers

Y4 An email from Harold!

Y4 Volunteering is cool (OPTIONAL)

Y5 Mo makes a difference

Y6 Action stations! (OPTIONAL)

Y6 Advertising friendships!

Y6 Community art (OPTIONAL)

Y6 Five Ways to Wellbeing project

Y6 Helpful or unhelpful? Managing change

Y6 Joe's story (part 1) (OPTIONAL)

Y6 Rat Park

2. The importance of promoting general wellbeing and physical health. R My healthy mind

Y1 Our feelings

Y4 Different feelings

Y5 How good a friend are you?

Y6 Dan's day (OPTIONAL)

Y6 Fakebook friends

Y6 Five Ways to Wellbeing project

Y6 Rat Park

3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. N I'm special

N People who help me and keep me safe

R Bouncing back when things go wrong

R My feelings

R My feelings (2)

R Same and different

R Yes, I can!

Y1 Feelings and bodies

Y1 Harold loses Geoffrey

Y1 Our feelings

Y1 Thinking about feelings

Y2 How are you feeling today?

Y2 I don't like that!

Y2 Let's all be happy!

Y2 Sam moves away

Y2 Some secrets should never be kept

Y3 My special pet (OPTIONAL)

Y3 Secret or surprise?

Y4 Different feelings

Y4 Moving house

Y4 Secret or surprise?

Y5 Dear Hetty (OPTIONAL)

Y5 How are they feeling?

Y5 How good a friend are you?

Y5 Our emotional needs

Y6 Dan's day (OPTIONAL)

Y6 Helpful or unhelpful? Managing change

4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. N I'm special

N Looking after others

N People who help me and keep me safe

R Bouncing back when things go wrong

R My feelings

R My feelings (2)

R What's safe to go onto my body

R Yes, I can!

Y1 Feelings and bodies

Y1 Our feelings

Y1 Thinking about feelings

Y2 An act of kindness

Y2 Harold's picnic

Y2 How are you feeling today?

Y2 How do we make others feel?

Y2 My day

Y2 When I feel like erupting

Y3 My special pet (OPTIONAL)

Y3 Secret or surprise?

Y4 An email from Harold!

Y4 Different feelings

Y4 Moving house

Y4 My feelings are all over the place!

Y4 Ok or not ok? (part 1)

Y4 Ok or not ok? (part 2)

Y4 Secret or surprise?

Y4 When feelings change (OPTIONAL)

Y5 How are they feeling?

Y5 How good a friend are you?

Y5 Our emotional needs

Y6 Dan's day (OPTIONAL)

Y6 I look great!

Y6 OK to be different

Y6 Rat Park

5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. R Bouncing back when things go wrong

Y1 Our feelings

Y1 Thinking about feelings

Y2 When I feel like erupting

Y3 My special pet (OPTIONAL)

Y3 None of your business!

Y4 Different feelings

Y4 How dare you!

Y4 Islands

Y4 My feelings are all over the place!

Y4 When feelings change (OPTIONAL)

Y5 How are they feeling?

Y5 Our emotional needs

Y6 Dan's day (OPTIONAL)

Y6 Helpful or unhelpful? Managing change

Y6 Joe's story (part 1) (OPTIONAL)

Y6 Rat Park

6. That isolation and loneliness can affect children, and the benefits of seeking support. R My feelings

R My feelings (2)

Y1 Feelings and bodies

Y1 Our feelings

Y1 Thinking about feelings

Y2 When someone is feeling left out

Y4 An email from Harold!

Y6 Five Ways to Wellbeing project

Y6 Joe's story (part 1) (OPTIONAL)

Y6 Rat Park

7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. Y1 Unkindness, teasing or bullying?

Y1 Who can help? (2)

Y3 Let's celebrate our differences

Y3 Zeb

Y4 Under pressure

Y5 Communication (OPTIONAL)

Y5 Spot bullying

Y6 I look great!

Y6 To share or not to share?

8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. Y1 Harold loses Geoffrey

Y2 Sam moves away

Y3 My special pet (OPTIONAL)

Y5 Dear Hetty (OPTIONAL)

9. Where and how to seek support (including recognising the triggers for seeking support), including who 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). R
Bouncing back when things go wrong

R Me and my special people

R My feelings

R My feelings (2)

R Who can help me?

Y2 Let's all be happy!

Y4 Moving house

Y4 Who helps us stay healthy and safe?

Y5 Our emotional needs

Y6 Helpful or unhelpful? Managing change

Y6 I look great!

Y6 Rat Park

10. That it is common to experience mental health problems, and early support can help.

Y5 Our emotional needs

Y6 Rat Park

Wellbeing online

Statutory requirement SCARF lesson plans that support the teaching and learning of this

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. R Keeping safe online

Y1 Sharing pictures

Y3 None of your business!

Y3 Super Searcher

Y4 How do we make a difference?

Y5 Play, like, share 1

Y5 Play, like, share 2

Y6 It's a puzzle (OPTIONAL)

Y6 Online Sexual Content (OPTIONAL)

2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. Y3 None of your business!

Y5 Communication (OPTIONAL)

Y5 Play, like, share 1

Y5 Play, like, share 2

Y6 To share or not to share?

3. The benefits of limiting 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. Y1 Healthy me

Y3 None of your business!

Y3 Super Searcher

Y4 Danger, risk or hazard?

Y4 How do we make a difference?

Y4 In the news!

Y4 Raisin challenge (2)

Y4 SCARF hotel

Y4 That is such a stereotype!

Y5 Is it true?

Y5 Play, like, share 1

Y5 Play, like, share 2

Y6 Boys will be boys? - challenging gender stereotypes

Y6 Five Ways to Wellbeing project

Y6 I look great!

Y6 Media manipulation

4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. R Keeping safe online

Y1 Sharing pictures

Y3 None of your business!

Y3 Super Searcher

Y4 How do we make a difference?

Y4 Picture wise

Y4 Traffic lights (OPTIONAL)

Y5 Communication (OPTIONAL)

Y5 Ella's diary dilemma (OPTIONAL)

Y5 Is it true?

Y5 Play, like, share 1

Y5 Play, like, share 2

Y5 Stop, start, stereotypes

Y6 Boys will be boys? - challenging gender stereotypes

Y6 It's a puzzle (OPTIONAL)

Y6 To share or not to share?

5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. Y3 As a rule

Y3 Super Searcher

Y4 How do we make a difference?

Y5 Star qualities?

Y6 Fakebook friends

Y6 It's a puzzle (OPTIONAL)

Y6 Think before you click!

Y6 To share or not to share?

6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

R Looking after money (1): recognising, spending, using

Y1 Harold's money

Y2 Harold goes camping (OPTIONAL)

Y3 Can Harold afford it?

Y3 Super Searcher

Y4 How do we make a difference?

Y6 Online Sexual Content (OPTIONAL)

Y6 What's it worth?

7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. Y3 As a rule

Y3 Recount task

Y3 Super Searcher

Y4 In the news!

Y4 Picture wise

Y5 Fact or opinion?

Y5 Is it true?

Y5 Play, like, share 1

Y5 Play, like, share 2

Y5 What's the story?

Y6 I look great!

Y6 What's the risk? (2)

8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. R
Keeping safe online

Y1 Sharing pictures

Y3 Let's celebrate our differences

Y3 None of your business!

Y3 Zeb

Y4 How do we make a difference?

Y4 Picture wise

Y4 That is such a stereotype!

Y4 Under pressure

Y5 Ella's diary dilemma (OPTIONAL)

Y5 Is it true?

Y5 Play, like, share 1

Y5 Play, like, share 2

Y5 Spot bullying

Y5 Stop, start, stereotypes

Y6 I look great!

Y6 It's a puzzle (OPTIONAL)

Y6 Media manipulation

Y6 Think before you click!

Y6 To share or not to share?

9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

Y3 As a rule

Y3 None of your business!

Y3 Recount task

Y3 Super Searcher

Y4 Can you sort it?

Y4 Danger, risk or hazard?

Y4 In the news!

Y4 Making choices

Y4 Picture wise

Y4 Raisin challenge (2)

Y4 That is such a stereotype!

Y5 Fact or opinion?

Y5 Is it true?

Y5 Play, like, share 1

Y5 Play, like, share 2

Y5 Smoking: what is normal? (OPTIONAL)

Y5 What's the story?

Y5 Would you risk it?

Y6 Boys will be boys? - challenging gender stereotypes

Y6 Fakebook friends

Y6 I look great!

Y6 It's a puzzle (OPTIONAL)

Y6 Pressure online

Y6 Think before you click!

Y6 Two sides to every story

Y6 What's the risk? (2)

10. That they have rights in relation to sharing personal data, privacy and consent.

Y5 Play, like, share 1

Y5 Play, like, share 2

Y6 To share or not to share?

11. Where and how to report concerns and get support with issues online. R Keeping safe online

Y1 Sharing pictures

Y3 None of your business!

Y3 Super Searcher

Y4 In the news!

Y5 Play, like, share 1

Y5 Play, like, share 2

Y5 Would you risk it?

Y6 It's a puzzle (OPTIONAL)

Y6 Online Sexual Content (OPTIONAL)

Y6 To share or not to share?

Physical health and fitness

Statutory requirement SCARF lesson plans that support the teaching and learning of this

1. The characteristics and mental and physical benefits of an active lifestyle. N What does my body need?

N What's safe to go into my body

R Keeping Myself Safe - What's safe to go into my body (including medicines)

R Move your body

R My healthy mind

Y1 Healthy me

Y2 My body needs... (OPTIONAL)

Y4 SCARF hotel

2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. N I can keep trying

N What does my body need?

R Getting bigger

R Move your body

R My healthy mind

Y2 My day

Y4 SCARF hotel

Y5 What's the story?

Y6 Five Ways to Wellbeing project

3. The risks associated with an inactive lifestyle, including obesity. Y1 Healthy me

Y4 Danger, risk or hazard?

Y5 What's the story?

Y6 Five Ways to Wellbeing project

4. How and when to seek support including which adults to speak to in school if they are worried about their health. R Keeping Myself Safe - What's safe to go into my body (including medicines)

R My feelings

R My healthy mind

Y1 Inside my wonderful body! (OPTIONAL)

Y4 Who helps us stay healthy and safe?

Y6 Five Ways to Wellbeing project

Healthy eating

Statutory requirement SCARF lesson plans that support the teaching and learning of this

1. What constitutes a healthy diet (including understanding calories and other nutritional content). N Looking after myself

N What does my body need?

R Getting bigger

R Healthy eating

R Move your body

Y1 Eat well

Y1 I can eat a rainbow

Y2 My body needs... (OPTIONAL)

Y2 My day

Y3 Derek cooks dinner! (healthy eating)

Y4 SCARF hotel

Y5 What's the story?

2. Understanding the importance of a healthy relationship with food. N Looking after myself

N What does my body need?

R Getting bigger

R Healthy eating

R Keeping Myself Safe - What's safe to go into my body (including medicines)

Y1 Eat well

Y1 I can eat a rainbow

Y3 Derek cooks dinner! (healthy eating)

Y4 Making choices

Y4 SCARF hotel

Y5 It all adds up!

Y5 'Thunking' about habits (OPTIONAL)

Y6 Is this normal?

Y6 Our recommendations

3. The principles of planning and preparing a range of healthy meals. N Looking after myself

R Healthy eating

Y1 Eat well

Y1 I can eat a rainbow

Y3 Derek cooks dinner! (healthy eating)

Y4 SCARF hotel

Y5 'Thinking' about habits (OPTIONAL)

Y6 Our recommendations

4. 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). R Healthy eating

R Keeping Myself Safe - What's safe to go into my body (including medicines)

Y1 Eat well

Y1 I can eat a rainbow

Y3 Alcohol and cigarettes: the facts

Y3 Derek cooks dinner! (healthy eating)

Y3 Help or harm?

Y4 Danger, risk or hazard?

Y4 Know the norms (OPTIONAL)

Y4 SCARF hotel

Y6 Alcohol: what is normal?

Y6 Drugs: it's the law!

Y6 Joe's story (part 1) (OPTIONAL)

Y6 Rat Park

Y6 What sort of drug is...?

Drugs, alcohol, tobacco and vaping

Statutory requirement SCARF lesson plans that support the teaching and learning of this

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. N What's safe to go into my body

R Keeping Myself Safe - What's safe to go into my body (including medicines)

Y1 What could Harold do?

Y2 Harold's picnic

Y3 Alcohol and cigarettes: the facts

Y3 Help or harm?

Y4 Danger, risk or hazard?

Y4 Keeping ourselves safe

Y4 Know the norms (OPTIONAL)

Y4 Medicines: check the label

Y5 Drugs: true or false? (OPTIONAL)

Y5 Smoking: what is normal? (OPTIONAL)

Y5 'Thinking' about habits (OPTIONAL)

Y5 Vaping: healthy or unhealthy?

Y5 Would you risk it?

Y6 Alcohol: what is normal?

Y6 Drugs: it's the law!

Y6 Rat Park

Y6 What sort of drug is...?

Y6 What's the risk? (1)

Health protection and prevention

Statutory requirement SCARF lesson plans that support the teaching and learning of this

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. Y6 Five Ways to Wellbeing project

2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. N Safety Indoors and Outdoors

R Safe indoors and outdoors

R What's safe to go onto my body

Y4 Danger, risk or hazard?

3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. N Looking after myself

N What's safe to go into my body

R A good night's sleep

R Move your body

R My feelings

Y1 Healthy me

Y1 Super sleep

Y2 My body needs... (OPTIONAL)

Y4 SCARF hotel

Y6 Five Ways to Wellbeing project

4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. N Looking after myself

N What does my body need?

R A good night's sleep

R Healthy eating

R Move your body

R What's safe to go onto my body

Y1 Harold's wash and brush up

Y1 Healthy me

Y2 Harold's bathroom

Y5 Growing up and changing bodies

Y6 Five Ways to Wellbeing project

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. N
Looking after myself

N What's safe to go into my body

R A good night's sleep

R Move your body

R What's safe to go onto my body

Y1 Catch it! Bin it! Kill it!

Y1 Harold's wash and brush up

Y2 Harold's postcard - helping us to keep clean and healthy

Y3 Poorly Harold

Y4 Medicines: check the label

Y6 What is HIV? (OPTIONAL)

6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. Y2 Harold's postcard - helping us to keep clean and healthy

Y6 Online Sexual Content (OPTIONAL)

Y6 What is HIV? (OPTIONAL)

Personal safety

Statutory requirement SCARF lesson plans that support the teaching and learning of this

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. N People who help me and keep me safe

N Safety Indoors and Outdoors

R People who help to keep me safe

R Safe indoors and outdoors

Y1 What could Harold do?

Y2 How safe would you feel?

Y2 What should Harold say?

Y3 Danger or risk?

Y3 Dan's dare

Y3 Raisin challenge (1) (OPTIONAL)

Y3 The Risk robot

Y4 Danger, risk or hazard?

2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. N People who help me and keep me safe

N Safety Indoors and Outdoors

R People who help to keep me safe

R Safe indoors and outdoors

Y3 Raisin challenge (1) (OPTIONAL)

Y3 The Risk robot

Y4 Danger, risk or hazard?

Y4 Keeping ourselves safe

Y5 Decision dilemmas

Basic first aid

Statutory requirement SCARF lesson plans that support the teaching and learning of this

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. Y1 Basic first aid

Y2 Basic first aid

Y3 Basic first aid

Y4 Basic first aid

Y5 Basic first aid, including Sepsis Awareness

Y6 Basic first aid, including Sepsis Awareness

2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. Y1 Basic first aid

Y2 Basic first aid

Y3 Basic first aid

Y4 Basic first aid

Y5 Basic first aid, including Sepsis Awareness

Y6 Basic first aid, including Sepsis Awareness

Developing bodies

Statutory requirement SCARF lesson plans that support the teaching and learning of this

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. N Girls, boys and families

N Growing and changing in nature

N When I was a baby

R Getting bigger

R Life stages - plants, animals, humans

R Life Stages: Human life stage - who will I be?

R Me and my body - girls and boys

R Seasons

R Where do babies come from?

Y1 Taking care of a baby

Y1 Then and now

Y2 Haven't you grown!

Y2 My body, your body

Y3 My changing body

Y4 All change!

Y4 My feelings are all over the place!

Y4 Preparing for changes at puberty

Y5 Changing bodies and feelings

Y5 Growing up and changing bodies

Y5 Help! I'm a teenager - get me out of here!

Y5 Making babies (OPTIONAL)

Y6 Dan's day (OPTIONAL)

Y6 I look great!

Y6 Is this normal?

Y6 Making babies

Y6 What's the risk? (2)

2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. N Girls, boys and families

N Marvellous me!

N When I was a baby

R Getting bigger

R Life stages - plants, animals, humans

R Life Stages: Human life stage - who will I be?

R Me and my body - girls and boys

R Where do babies come from?

Y1 Good or bad touches?

Y1 Keeping privates private

Y1 Surprises and secrets

Y1 Taking care of a baby

Y2 Feeling safe

Y2 Fun or not?

Y2 How safe would you feel?

Y2 My body, your body

Y2 Respecting privacy

Y2 Should I tell?

Y2 Some secrets should never be kept

Y2 What should Harold say?

Y3 Body space

Y3 My changing body

Y3 Safe or unsafe?

Y3 Secret or surprise?

Y4 All change!

Y4 Islands

Y4 Preparing for changes at puberty

Y4 Safety in numbers

Y4 Secret or surprise?

Y4 Who helps us stay healthy and safe?

Y5 Changing bodies and feelings

Y5 Dear Ash

Y5 Growing up and changing bodies

Y5 Making babies (OPTIONAL)

Y5 Taking notice of our feelings

Y6 Acting appropriately

Y6 Don't force me

Y6 Is this normal?

Y6 Making babies

Y6 Online Sexual Content (OPTIONAL)

Y6 Pressure online

Y6 To share or not to share?

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. R
Getting bigger

Y2 My body, your body

Y3 My changing body

Y4 All change!

Y4 Preparing for changes at puberty

Y5 Changing bodies and feelings

Y5 Growing up and changing bodies

Y5 Making babies (OPTIONAL)

Y6 Is this normal?

Y6 Making babies

Appendix 3Statutory/Non-statutory content and right to withdrawal

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of sex education as covered in the science curriculum as below.

Statutory – no right to withdrawal	Non-statutory – right to withdrawal (from some or all)
Relationships Education	
Health Education – including puberty and the changes that adolescence brings	
Aspects of Sex Education that are taught in the statutory National Curriculum Science • main external body parts • the human body as it grows through gestation and from birth to old age (including puberty) • reproduction in some plants and animals (<i>ie egg and sperm meeting</i>)	conception (<i>ie sexual intercourse before an egg and sperm meet</i>) IVF

Please note that the non-statutory content will only be taught to year 6 children. We have decided to include this content as we know children are likely to ask questions about conception when reproduction is being taught.