**A close up of a logo

AI-generated content may be incorrect.**

**Relationship Education and Health Education Policy (Revised 2025)**

Date October 2025

Signed……………………………………………………………………………………….

Review Date October 2027

**A close up of a logo

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**Relationships Education**

**Health Education**

**and Sex Education**

In our school we believe that teaching children about relationships, health and sex is an important part of our role. From September 2020, Relationships Education and Health Education are compulsory parts of the primary curriculum. They need to reflect the ethos of the school and views of the parent body. Sex Education is not a compulsory part of the curriculum but we believe it is important that we teach this to our children. Parents have the right to withdraw primary pupils from Sex Education but not Relationships Education or Health Education.

We believe God wants the best for us and his plans are good for us. God made us relational beings. We are made for relationship with each other and with God. God wants us to be healthy. Sex was God’s idea and he knows what is best for us.

In school we teach the Christian Values of Friendship, Justice, Forgiveness, Generosity, Perseverance, Trust, Thankfulness and Compassion. These values impact on this area of the curriculum and are good for all children.

**Consultation and Policy Development**

**We consulted with:**

* Working party of the governing body
* Review of current practice with staff
* Leadership and Management committee of the Governing body
* Parents and Carers meeting
* Parents and Carers consultation on policy revisions 2025

**We referred to the following documents**

* Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DFE 2019)
* Flourishing for All: Anti-bullying Guidance for Church of England Schools (2024)
* PHSE Association website and resources
* Civil Partnerships – for same sex and opposite sex couples. A pastoral statement from the House of Bishops of the Church of England (January 2020)
* SCARF PHSE Scheme – Coram Life

**Implementation and Review of the Policy**

The policy is available on request and can be found on the school website.

The policy was implemented from September 2020 and reviewed September 2025.

**What we teach**

During Primary School children must study:

**Relationships Education**

* Families and People who Care for Me
* Caring Friendships
* Respectful Relationships
* Online Relationships
* Being Safe

**Health Education**

* Mental Well-being
* Internet Safety and Harms
* Physical Health and Fitness
* Healthy Eating
* Drugs, Alcohol and Tobacco
* Health and Prevention
* Basic First Aid
* Changing Adolescent Body

***We will also cover***

**Sex Education**

* Intercourse
* Birth

Full details of each area can be found in the appendix.

**How we plan the Curriculum**

As with other subjects we try to link what we teach across curriculum areas. Many of these elements are already taught in other curriculum areas and also through the school’s ethos and collective worship.

We use the Safety, Caring, Achievement, Resilience, Friendship (SCARF) Curriculum produced by the Coram Life as a basis for our curriculum planning. We have weekly PHSE lessons but some areas are also covered in other subjects. For example, Healthy eating is already covered in science; families and people who care for me in the EYFS curriculum; friendship is one of our Christian Values; Online Relationships and Internet Safety are covered in Computing. Elements covered in the SCARF curriculum solely are Changing Adolescent Body and Basic First Aid Training.

Some elements are revisited several times during the primary years others are visited just once. We will teach each part of the curriculum in an age-appropriate way at an age-appropriate time. Sex Education will be taught in year 5 and year 6. Parents will have the opportunity to see the materials being used at a Parents Information Evening before the children are taught Sex Education.

We have added these areas to our Curriculum Map and give more detail on what we are covering in our termly curriculum information letters that are sent out at the start of each term.

**Links to other School Policies**

The following policies could have an overlap with this policy:

* PHSE Policy
* Safeguarding Policy
* Anti-Bullying Policy
* Equality Policy

British Values are also an important consideration and are covered in the SCARF curriculum.

Some elements may raise safeguarding concerns and they should be dealt with in line with the safeguarding procedures known to all staff.

**Teaching the curriculum**

School staff will be used to teach the curriculum. We believe that this is best for the children as they are most comfortable with the people they know and will be able to ask the questions they need to. This will also ensure that all teaching is in line with this policy.

Some elements that may form part of the curriculum may be taught by outside staff: these would be First Aid and cycling proficiency.

**Controversial or Sensitive Issues**

Some of these will be a matter of maturity, of personal involvement or experience of the children, of disagreement with the official teaching of the church, of illegal activity or other doubtful, dubious or harmful activity. The school believes that children are best educated, protected from harm and exploitation by discussing such issues openly within the framework of this policy.

An example of a sensitive issue is marriage. In school we welcome and respect all individuals and families whatever their stance on this subject is. However, we will continue to teach in line with the church teachings. Marriage in the Church of England is between one man and one woman. This will be the stance of the school. As part of the curriculum, we will also be informing children that in this country it is legal for two men or two women to be married to each other.

**Confidentiality and Advice**

All lessons will have the best interests of the child at heart enabling them to grow in knowledge and understanding of relationships, health and sex. Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in this curriculum area. Teachers should explain that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. (see safeguarding policy)

**Monitoring and Evaluation**

The headteacher will monitor and evaluate the policy and practice in line with the governors’ timetable for monitoring and evaluation.

**Appendix**

**Relationships Education**

**Families and people who care for me**

Pupils should know:

* that families are important for children growing up because they can give love, security and stability
* the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives
* that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care
* that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up
* that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
* how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

**Caring friendships**

Pupils should know:

* how important friendships are in making us feel happy and secure, and how people choose and make friends
* the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
* that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
* that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
* how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

**Respectful relationships**

Pupils should know:

* the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
* practical steps they can take in a range of different contexts to improve or support respectful relationships
* the conventions of courtesy and manners
* the importance of self-respect and how this links to their own happiness
* that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
* about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
* what a stereotype is, and how stereotypes can be unfair, negative or destructive
* the importance of permission-seeking and giving in relationships with friends, peers and adults

**Online relationships**

Pupils should know:

* that people sometimes behave differently online, including by pretending to be someone they are not
* that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
* the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
* how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
* how information and data is shared and used online

**Being safe**

Pupils should know:

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

**Health Education**

**Mental wellbeing**

Pupils should know:

* that mental wellbeing is a normal part of daily life, in the same way as physical health
* that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
* how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings
* how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
* the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
* simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
* isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
* that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
* where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)
* it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

**Internet safety and harms**

Pupils should know:

* that for most people the internet is an integral part of life and has many benefits
* about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing
* how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
* why social media, some computer games and online gaming, for example, are age restricted
* that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
* how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
* where and how to report concerns and get support with issues online

**Physical health and fitness**

Pupils should know:

* the characteristics and mental and physical benefits of an active lifestyle
* the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
* the risks associated with an inactive lifestyle (including obesity)
* how and when to seek support including which adults to speak to in school if they are worried about their health

**Healthy eating**

Pupils should know:

* what constitutes a healthy diet (including understanding calories and other nutritional content)
* the principles of planning and preparing a range of healthy meals
* the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

**Drugs, alcohol and tobacco**

Pupils should know:

* the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

**Health and prevention**

Pupils should know:

* how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
* about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
* the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
* about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
* about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
* the facts and science relating to allergies, immunisation and vaccination

**Basic first aid**

Pupils should know:

* how to make a clear and efficient call to emergency services if necessary
* concepts of basic first-aid, for example dealing with common injuries, including head injuries

**Changing adolescent body**

Pupils should know:

* key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
* about menstrual wellbeing including the key facts about the menstrual cycle

**Appendix A**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year/Half-termly unit titles** | **Autumn 1**  **Me and my Relationships** | **Autumn 2**  **Valuing Difference** | **Spring 1**  **Keeping Safe** | **Spring 2**  **Rights and Respect** | **Summer 1**  **Being my Best** | **Summer 2**  **Growing and Changing** |
| **Class 1**  **EYFS**  **2025-26**  **2026-27** | What makes me special  People close to me  Getting help | Similarities and difference  Celebrating difference  Showing kindness | Keeping my body safe  Safe secrets and touches  People who help to keep us safe | Looking after things: friends, environment, money | Keeping by body healthy – food, exercise, sleep  Growth Mindset | Cycles  Life stages  Girls and boys – similarities and difference |
| **Class 1**  **Y1**  **2025-26**  **2026-27** | Feelings  Getting help  Classroom rules  Special people  Being a good friend | Recognising, valuing and celebrating difference  Developing respect and accepting others  Bullying and getting help | How our feelings can keep us safe – including online safety  Safe and unsafe touches  Medicine Safety  Sleep | Taking care of things:  Myself  My money  My environment | Growth Mindset  Healthy eating  Hygiene and health  Cooperation | Getting help  Becoming independent  My body parts  Taking care of self and others |
| **Class 2**  **2025-26**  **2026-27** | Bullying and teasing  Our school rules about bullying  Being a good friend  Feelings/self-regulation | Being kind and helping others  Celebrating difference  People who help us  Listening Skills | Safe and unsafe secrets  Appropriate touch  Medicine safety | Cooperation  Self-regulation  Online safety  Looking after money – saving and spending | Growth Mindset  Looking after my body  Hygiene and health  Exercise and sleep | Life cycles  Dealing with loss  Being supportive  Growing and changing  Privacy |
| **Class 3**  **2025-26** | Rules and their purpose  Cooperation  Friendship (including respectful relationships)  Coping with loss | Recognising and respecting diversity  Being respectful and tolerant  My community | Managing risk  Decision-making skills  Drugs and their risks  Staying safe online | Skills we need to develop as we grow up  Helping and being helped  Looking after the environment  Managing money | Keeping myself healthy and well  Celebrating and developing my skills  Developing empathy | Relationships  Changing bodies and puberty  Keeping safe  Safe and unsafe secrets |
| **Class 3**  **2026-27** | Healthy relationships  Listening to feelings  Bullying  Assertive skills | Recognising and celebrating difference (including religions and cultural difference)  Understanding and challenging stereotypes | Managing risk  Understanding the norms of drug use (cigarette and alcohol use)  Influences  Online safety | Making a difference (different ways of helping others or the environment)  Media influence  Decisions about spending money | Having choices and making decisions about my health  Taking care of my environment  My skills and interests | Body changes during puberty  Managing difficult feelings  Relationships including marriage |
| **Class 4**  **2025-26** | Feelings  Friendship skills, including compromise  Assertive skills  Cooperation  Recognising emotional needs | Recognising and celebrating difference, including religions and cultural  Influence and pressure of social media | Managing risk, including online safety  Norms around use of legal drugs (tobacco, alcohol)  Decision-making skills | Rights, respect and duties  relating to my health  Making a difference  Decisions about lending, borrowing and spending | Growing independence and taking ownership  Keeping myself healthy  Media awareness and safety  My community | Managing difficult feelings  Managing change  How my feelings help keeping safe  Getting help |
| **Class 4**  **2026-27** | Assertiveness  Cooperation  Safe/unsafe touches  Positive relationships | Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying  Understanding Bystander behaviour  Gender stereotyping | Understanding emotional needs  Staying safe online  Drugs: norms and risks (including the law) | Understanding media bias, including social media  Caring: communities and the environment  Earning and saving money  Understanding democracy | Aspirations and goal setting  Managing risk  Looking after my mental health | Coping with changes  Keeping safe  Body Image  Sex education  Self-esteem |

**Appendix B**



This document maps the SCARF lesson plans for Reception to Y6 to the DfE statutory requirements for both Relationships and Health Education (RSHE). Lessons that are not part of the DfE’s statutory guidance are included because they ensure a comprehensive PSHE programme.

**How the mapping works**

The left hand column has coded DfE topics and end-of-primary statements that are covered in whole or part by the SCARF lesson plans, which are listed in the middle column. You’ll find the full 67 statements for these DfE codes on pages 2, 3 and 4.

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

In the SCARF lesson plan column, ‘**half-termly unit**’ refers to the suggested groups of lessons that the SCARF curriculum has been organised into.

**DfE topics and related codes:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Relationships Education**  Families and people who care for me  Caring friendships  Respectful relationships  Online relationships  Being safe | **Code**  **FPC**  **CF**  **RR**  **OR**  **BS** | **Health Education**  Mental wellbeing  Internet safety and harms  Physical health and fitness  Healthy eating  Drugs, alcohol and tobacco  Health and prevention  Basic first aid  Changing adolescent body | **Code**  **MW**  **ISH**  **PHF**  **HE**  **DAT**  **HP**  **BFA**  **CAB** |

**DfE Statutory Guidance Categories: Relationships Education (Primary) (2019)**

By the end of primary school pupils should know:

|  |  |
| --- | --- |
| Families and people who care for me (FPC) | 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. 3. that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| Caring friendships (CF) | 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |
| Respectful relationships (RR) | 1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| Online relationships (OR) | 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online. |
| Being safe (BS) | 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources. |
| Mental wellbeing (MW) | 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet safety and harms (ISH) | 1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online. |
| Physical health and fitness (PHF) | 1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating (HE) | 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco (DAT) | 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention (HP) | 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid (BFA) | 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body (CAB) | 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle. |

| **Class 1 Reception** | 2025-26 and 2026-27 |  |
| --- | --- | --- |
| DfE Statutory Requirements - end of primary statements | SCARF Lesson Plan title & half-termly unit | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
|  |  | **Overarching learning intentions across this unit:**  Children will be able to:   * Talk about similarities and differences; * Name special people in their lives; * Describe different feelings; * Identify who can help if they are sad, worried or scared; * Identify ways to help others or themselves if they are sad or worried. |
| FPC1, FPC3, RR1, RR4, RR5, CF1 | All about me | * Talk about their own interests; * Talk about their families; * Talk about how they are the same or different to others. |
| FPC1, FPC3, RR1, RR3,RR4 | What makes me special | * Share their favourite interests and objects; * Talk about themselves positively; * Listen to what others say and respond. |
| FPC1, FPC2, FPC3, CF1, RR1 | Me and my special people | * Talk about the important people in their lives; * Understand that we have different special people; * Name key people outside of families that care for them. |
| FPC1, FPC2, FPC4, FPC6,  CF1, CF2, CF3, CF5, BS5, BS8, MW9 | Who can help me? | * Talk about when they might feel unsafe or unhappy; * Name the people who will help them; * Notice when a friend is in need at school and help them. |
| FPC2, FPC6, MW2, MW3, MW6, MW7, MW9, CF5 | My feelings | * Describe different emotions; * Explore how we feel at certain times or events; * Identify ways to change feelings and calm down. |
| MW2, MW3, MW6, MW7, MW9, CF2, CF5, FPC6 | My feelings (2) | * Identify events that can make a person feel sad; * Suggest ways in which they can help a friend who is sad; * Choose ways to help themselves when they feel sad. |
|  | **Valuing Difference** |  |
|  |  | **Overarching learning intentions across this unit**    Children will be able to:   * Be sensitive towards others and celebrate what makes each person unique; * Recognise that we can have things in common with others; * Use speaking and listening skills to learn about the lives of their peers; * Know the importance of showing care and kindness towards others; * Demonstrate skills in building friendships and cooperation. |
| RR1, RR4 | I’m special, you’re special | * Describe their own positive attributes; * Share their likes and dislikes; * Listen to and respect the ideas of others. |
| CF1, CF2, CF3, RR1, RR4, RR5, BS6, MW3 | Same and different | * Recognise the similarities and differences amongst their peers; * Discuss why differences should be celebrated; * Retell a story. |
| FPC1, FPC2, FPC3, FPC4, RR1 | Same and different families | * Talk about their family, customs and traditions; * Listen to others talk about their experiences; * Compare their own experiences with those of others. |
| RR1, RR3 | Same and different homes | * Recognise the similarities and differences between their home and those of others; * Talk about what makes their home feel special and safe; * Be sensitive towards others. |
| CF2, CF3, RR2, RR3 | Kind and caring (1) | * Suggest ways in which we can be kind towards others; * Demonstrate skills in cooperation with others. |
| CF1, CF2, CF3, RR1, RR2, RR3 | Kind and caring (2) | * Show friendly behaviour towards a peer; * Build relationships with others. |
|  | **Keeping Safe** |  |
|  |  | **Overarching learning intentions across this unit:**  Children will be able to:   * Talk about how to keep their bodies healthy and safe; * Name ways to stay safe around medicines; * Know how to stay safe in their home, classroom and outside; * Know age-appropriate ways to stay safe online; * Name adults in their lives and those in their community who keep them safe. |
| MW3, HP4, HP5, BS5 | What’s safe to go onto my body | * Name things that keep their bodies safe; * Name things that keep their bodies clean and protected; * Think about how to recognise things that might not be safe. |
| HE3, HP3, PHF4, DAT1 | Keeping myself safe - what’s safe to go into my body (including medicines) | * Make safe decisions about items they don’t recognise; * Talk about what our bodies need to stay well; * Name the safe ways to store medicine and who can give it to children (adults). |
| FPC1, BS5 | Safe indoors and outdoors | * Name some hazards and ways to stay safe inside; * Name some hazards and ways to stay safe outside; * Show how to care for the safety of others. |
| BS3, BS5, BS6, BS7  RR8 | Listening to my feelings (1) | * Name the adults who they can ask for help from, and will keep them safe; * Recognise the feelings they have when they are unsafe; * Talk about keeping themselves safe, safe touches and consent. |
| OR3, BS2, BS5, BS6 | Keeping safe online | * Share ideas about activities that are safe to do on electronic devices; * What to do and who to talk to if they feel unsafe online. |
| FPC2, FPC6, BS4, BS5, BS6, BS8 | People who help to keep me safe | * Name the people in their lives who help to keep them safe; * Name people in their community who help to keep them safe; * Talk about ways to keep themselves safe in their environment. |
|  | **Rights and Respect** |  |
|  |  | **Overarching learning intentions across this unit:**  Children will be able to:   * Understand that they can make a difference; * Identify how they can care for their home, school and special people; * Talk about how they can make an impact on the natural world; * Talk about similarities and differences between themselves; * Demonstrate building relationships with friends. |
| FPC1, FPC2, FPC3, FPC4 | Looking after my special people | * Name the special people in their lives; * Understand that our special people can be different to those of others. |
| CF1, CF2, CF3, RR1, RR8, BS6 | Looking after my friends | * Talk about why friends are important and how they help us; * Identify ways to care for a friend in need; * Identify ways to help others in their community. |
| RR2, RR3 | Being helpful at home and caring for our classroom | * Identify ways in which they help at home; * Recognise the importance of taking care of a shared environment; * Name ways in which they can look after their learning environment. |
| FPC1, RR3 | Caring for our world | * Think about what makes the world special and beautiful; * Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; * Talk about what can happen to living things if the world is not cared for. |
|  | Looking after money (1): recognising, spending, using | * Recognise coins and other items relating to money; * Identify the uses of money. |
|  | Looking after money (2): saving money and keeping it safe | * Talk about why it’s important to keep money safe; * Identify ways to save money; * Talk about why we save money. |
|  | **Being My Best** |  |
|  |  | **Overarching learning intentions across this unit:**  Children will be able to:   * Feel resilient and confident in their learning; * Name and discuss different types of feelings and emotions; * Learn and use strategies or skills in approaching challenges; * Understand that they can make healthy choices; * Name and recognise how healthy choices can keep us well. |
| MW2, MW3, CF2, RR2 | Bouncing back when things go wrong | * Share an experience where they haven’t achieved their goal; * Develop their confidence and resilience towards having a growth mindset; * Name a strategy to overcome a hurdle. |
| MW2, MW3, CF2 | Yes, I can! | * Share an experience where they haven’t achieved their goal. * Develop their confidence and resilience towards having a growth mindset. * Name a strategy to overcome a hurdle. |
| HE1, HE2 | Healthy eating (1) | * Name and choose healthy foods and drink; * Understand there are some foods that are a “just sometimes” food or drink (eating in moderation); * Explain the jobs of different food groups. |
| HE1 | Healthy eating (2) | * Name and choose healthy foods and drink; * Understand there are some foods that are a “just sometimes” food or drink (eating in moderation); * Explain the jobs of different food groups. |
| PHF2, HE1, HP3, HP4, HP5 | Move your body | * Describe the changes in their body during exercise and what is happening to their body; * Explain how exercise can help us stay well - physically and mentally; * Name some ways to keep their body fit and well. |
| HP3, HP4, HP5 | A good night’s sleep | * Understand why our body needs sleep; * Talk about their own bedtime routine; * Suggest ways to have a calm evening and bedtime routine. |
|  | **Growing and Changing** |  |
|  |  | **Overarching learning intentions across this unit:**  Children will be able to:   * Understand that there are changes in nature and humans; * Name the different stages in childhood and growing up; * Understand that babies are made by a man and a woman; * Use the correct vocabulary when naming the different parts of the body; * Know how to keep themselves safe. |
| CAB1 | Seasons | * Name the different seasons and describe their differences; * Explain the changes that occur as seasons change; * Talk about how they have grown in resilience. |
| CAB1 | Life stages - plants, animals, humans | * To understand that animals and humans change in appearance over time; * Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals); * Make observations and ask questions about living things. |
| FPC2, FPC3, FPC4, FPC5, CAB1, BS3 |  | * Retell a story and respond to questions about it. * Use the language and describe the different life stages of: baby, child, teenager, adult, older age. * Talk about their own experience of growing up. |
| FPC1, FPC3, FPC4, RR1, CAB1 | Where do babies come from? | * Explain that a baby is made by a woman and a man, and grows inside a mother’s tummy. * Understand that every family is different. * Talk about similarities and differences between themselves and others. |
| FPC1, FPC3, FPC4, RR1, CAB1, HE1, HE3, HP3 | Getting bigger | * Talk about how they have changed as they have grown. * Explain the differences between babies, children, and adults. * Understand that we are all unique. |
| BS2, BS3, BS7, RR7, RR8 | Me and my body - girls and boys | * Name parts of the body (including reproductive parts) using the correct vocabulary. * Explain which parts of their body are kept private and safe and why. * Tell or ask an appropriate adult for help if they feel unsafe. |

| **Class 1 (YEAR 1)** | 2025-26 and 2026-27 |  |
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| DfE Statutory Requirements - end of primary statements | SCARF Lesson Plan title & half-termly unit | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| RR2, RR3 | Why we have classroom rules | * Understand that classroom rules help everyone to learn and be safe; * Explain their classroom rules and be able to contribute to making these. |
| RR1, CF2, CF4, CF5 | How are you listening? | * Demonstrate attentive listening skills; * Suggest simple strategies for resolving conflict situations; * Give and receive positive feedback, and experience how this makes them feel. |
| BS5, MW2, MW3, MW4, MW7 | Thinking about feelings | * Recognise how others might be feeling by reading body language/facial expressions; * Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.). |
| BS5, MW1, MW2, MW3, MW4, MW7 | Our feelings | * Identify a range of feelings; * Identify how feelings might make us behave; * Suggest strategies for someone experiencing 'not so good' feelings to manage these. |
| MW2, MW3, MW6, MW7 | Feelings and bodies | * Recognise that people's bodies and feelings can be hurt; * Suggest ways of dealing with different kinds of hurt. |
| CF1, CF2, CF3 | Good friends | * Identify simple qualities of friendship; * Suggest simple strategies for making up. |
|  | **Valuing Difference** |  |
| FPC3, FPC4, RR1, RR2 | Same or different? | * Identify the differences and similarities between people; * Empathise with those who are different from them; * Begin to appreciate the positive aspects of these differences. |
| CF2, CF3, CF4, RR5, RR6, MW8 | Unkind, tease or bully? | * Explain the difference between unkindness, teasing and bullying; * Understand that bullying is usually quite rare. |
| RR3, RR5, BS1 | Harold’s school rules | * Explain some of their school rules and how those rules help to keep everybody safe. |
| CF2, CF3, CF4, RR2, RR3 | It’s not fair! | * Recognise and explain what is fair and unfair, kind and unkind; * Suggest ways they can show kindness to others. |
| FPC1, FPC2, FPC3, FPC4, MW6 | Who are our special people? | * Identify some of the people who are special to them; * Recognise and name some of the qualities that make a person special to them. |
| FPC3, FPC4 | Our special people balloons | * Recognise that they belong to various groups and communities such as their family; * Explain how these people help us and we can also help them to help us. |
|  | **Keeping Safe** |  |
| HP3 | Super sleep | * Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; * Identify simple bedtime routines that promote healthy sleep. |
| FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8 | Who can help? (1) | * Recognise emotions and physical feelings associated with feeling unsafe; * Identify people who can help them when they feel unsafe. |
| FPC6, RR8, BS1, BS2, BS5, BS7, BS8 | Good or bad touches? | * Understand and learn the PANTS rules; * Name and know which parts should be private; * Explain the difference between appropriate and inappropriate touch; * Understand that they have the right to say “no” to unwanted touch; * Start thinking about who they trust and who they can ask for help. |
| RR8,OR1, OR2, OR3, OR4 OR5, BS1, BS2, BS6, ISH1, ISH3, ISH5, ISH7 | Sharing pictures | * Start thinking about how to stay safe online, including safety around sharing images; * Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. |
| DAT1 | What could Harold do? | * Understand that medicines can sometimes make people feel better when they’re ill; * Explain simple issues of safety about medicines and their use. |
| MW2 | Harold loses Geoffrey | * Recognise the range of feelings that are associated with loss. |
|  | **Rights and Respect** |  |
| CF2, CF4, RR2, RR3, RR5 | Harold has a bad day | * Recognise how a person's behaviour (including their own) can affect other people. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Around and about the school | * Identify what they like about the school environment; * Recognise who cares for and looks after the school environment. |
| RR5 | Taking care of something | * Demonstrate responsibility in looking after something (e.g. a class pet or plant); * Explain the importance of looking after things that belong to themselves or to others. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold’s money | * Explain where people get money from; * List some of the things that money may be spent on in a family home. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | How should we look after our money? | * Recognise that different notes and coins have different monetary value; * Explain the importance of keeping money safe; * Identify safe places to keep money; * Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). |
| BFA1, BFA2 | Basic first aid | * See link to external resources for further information. |
|  | **Being My Best** |  |
| HE1, HE2, HE3 | I can eat a rainbow | * Recognise the importance of fruit and vegetables in their daily diet; * Know that eating at least five portions of vegetables and fruit a day helps to maintain health. |
| HE1, HE2, HE3 | Eat well | * Recognise that they may have different tastes in food to others; * Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; * Recognise which foods we need to eat more of and which we need to eat less of to be healthy. |
| HP4, HP5 | Harold’s was up and brush up | * Recognise the importance of regular hygiene routines; * Sequence personal hygiene routines into a logical order. |
| HP5 | Catch it! Bin it! Kill it! | * Understand how diseases can spread; * Recognise and use simple strategies for preventing the spread of diseases. |
| Wider PSHE curriculum (not covered by DfE statutory  requirements) | Harold learns to ride his bike | * Recognise that learning a new skill requires practice and the opportunity to fail, safely; * Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. |
| CF2, CF5, RR1, RR3, RR5 | Pass on the praise! | * Demonstrate attentive listening skills; * Suggest simple strategies for resolving conflict situations; * Give and receive positive feedback, and experience how this makes them feel. |
| PHF4 | Inside my wonderful body! (OPTIONAL) | * Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); * Understand and explain the simple bodily processes associated with them. |
|  | **Growing and Changing** |  |
| PHF1, PHF3, HP3, HP4 | Healthy me | * Understand that the body gets energy from food, water and air (oxygen); * Recognise that exercise and sleep are important parts of a healthy lifestyle. |
| CAB1 | Then and now | * Identify things they could do as a baby, a toddler and can do now; * Identify the people who help/helped them at those different stages. |
| FPC2, CAB1 | Taking care of a baby | * Identify things they could do as a baby, a toddler and can do now; * Identify the people who help/helped them at those different stages. |
| FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8 | Who can help? (2) | * Explain the difference between teasing and bullying; * Give examples of what they can do if they experience or witness bullying; * Say who they could get help from in a bullying situation. |
| FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8 | Suprises and secrets | * Explain the difference between a secret and a nice surprise; * Identify situations as being secrets or surprises; * Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. |
| BS3, BS7 | Keeping privates private | * Identify parts of the body that are private; * Describe ways in which private parts can be kept private; * Identify people they can talk to about their private parts. |

| **Class 2** | 2025-26 and 2026-27 |  |
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| DfE Statutory Requirements - end of primary statements | SCARF Lesson Plan title & half-termly unit | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| RR2 | Our ideal classroom (1) | * Suggest actions that will contribute positively to the life of the classroom; * Make and undertake pledges based on those actions. |
| RR3 | Our ideal classroom (2) (OPTIONAL) | * The conventions of courtesy and manners. |
| MW2, MW3 | How are you feeling today? | * Use a range of words to describe feelings; * Recognise that people have different ways of expressing their feelings; * Identify helpful ways of responding to other's feelings. |
| MW2, MW9 | Let’s all be happy | * Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); * Explain where someone could get help if they were being upset by someone else’s behaviour. |
| CF1, CF2, CF3 | Being a good friend | * Recognise that friendship is a special kind of relationship; * Identify some of the ways that good friends care for each other. |
| RR5, RR6 | Types of bullying | * Explain the difference between bullying and isolated unkind behaviour; * Recognise that that there are different types of bullying and unkind behaviour; * Understand that bullying and unkind behaviour are both unacceptable ways of behaving. |
| RR5, RR6 | Don’t do that! | * Understand and describe strategies for dealing with bullying: * Rehearse and demonstrate some of these strategies. |
| RR5, RR6 | Bullying or teasing? (OPTIONAL) | * Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; * Identify situations as to whether they are incidents of teasing or bullying. |
|  | **Valuing difference** |  |
| RR1, RR2 | What makes us who we are? | * Identify some of the physical and non-physical differences and similarities between people; * Know and use words and phrases that show respect for other people. |
| FPC1, FPC2, FPC3, FPC4 | My special people | * Identify people who are special to them; * Explain some of the ways those people are special to them. |
| RR2, MW3 | How do we make others feel? | * Recognise and explain how a person's behaviour can affect other people. |
| CF3, MW7 | When someone is feeling left out | * Explain how it feels to be part of a group; * Explain how it feels to be left out from a group; * Identify groups they are part of; * Suggest and use strategies for helping someone who is feeling left out. |
| CF3, RR2, RR3, MW3 | An act of kindness | * Recognise and describe acts of kindness and unkindness; * Explain how these impact on other people's feelings; * Suggest kind words and actions they can show to others; * Show acts of kindness to others in school. |
| CF4, CF5 | Solve the problem | * Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); * Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. |
|  | **Keeping Safe** |  |
| MW3, MW5, DAT1 | Harold’s picnic | * Understand that medicines can sometimes make people feel better when they’re ill; * Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; * Explain simple issues of safety about medicines and their use. |
| BS1, BS3, BS5 | How safe would you feel? | * Identify situations in which they would feel safe or unsafe; * Suggest actions for dealing with unsafe situations including who they could ask for help. |
| BS1, BS3, BS4 | What should Harold say? | * Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. |
| BS3, BS4, MW2, RR8 | I don’t like that! | * Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; * Identify the types of touch they like and do not like; * Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. |
| BS1, BS3, BS5 | Fun or not? | * Recognise that some touches are not fun and can hurt or be upsetting; * Know that they can ask someone to stop touching them; * Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. |
| BS1, BS2, BS3, BS5 | Should I tell? | * Identify safe secrets (including surprises) and unsafe secrets; * Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. |
|  | **Rights and respect** |  |
| CF5, RR3, RR5, RR6 | Getting on with others | * Describe and record strategies for getting on with others in the classroom. |
| MW3, MW4 | When I feel like erupting | * Explain, and be able to use, strategies for dealing with impulsive behaviour. |
| BS6, BS7, BS8 | Feeling safe | * Identify special people in the school and community who can keep them safe; * Know how to ask for help. |
| OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH2, ISH3, ISH5, ISH7 | Playing games | * Know the importance of keeping personal information private, when online and only talking to people they know in real life; * Know that they can tell an adult they trust if anything happens that makes them worried. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold saves for something special | * Understand that people have choices about what they do with their money; * Know that money can be saved for a use at a future time; * Explain how they might feel when they spend money on different things. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | How can we look after our environment? | * Identify what they like about the school environment; * Identify any problems with the school environment (e.g. things needing repair); * Make suggestions for improving the school environment; * Recognise that they all have a responsibility for helping to look after the school environment. |
|  | **Being My Best** |  |
| MW3, PHF2, HE1 | My day | * Understand and give examples of things they can choose themselves and things that others choose for them; * Explain things that they like and dislike, and understand that they have choices about these things; * Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. |
| HP5, HP6 | Harold’s postcard - helping us to keep clean and healthy | * Explain how germs can be spread; * Describe simple hygiene routines such as hand washing; * Understand that vaccinations can help to prevent certain illnesses. |
| HP4 | Harold’s bathroom | * Explain the importance of good dental hygiene; * Describe simple dental hygiene routines. |
| PHF1, HE1, HP3 | My body needs… (OPTIONAL) | * Understand that the body gets energy from food, water and oxygen; * Recognise that exercise and sleep are important to health. |
|  | **Growing and Changing** |  |
| CF3 | A helping hand | * Demonstrate simple ways of giving positive feedback to others. |
| MW2 | Sam moves house | * Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. |
| CAB1 | Haven’t you grown? | * Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); * Understand and describe some of the things that people are capable of at these different stages. |
| BS2, CAB1 | My body, your body | * Identify which parts of our body are private; * Explain that our genitals help us make babies when we are older; * Understand that we mostly have the same body parts but how they look is different from person to person. |
| BS2 | Respecting privacy | * Explain what privacy means; * Know that you are not allowed to touch someone’s private belongings without their permission; * Give examples of different types of private information. |
| BS1, BS2, BS3, BS4, MW2 | Some secrets should never be kept | * Identify how inappropriate touch can make someone feel; * Understand that there are unsafe secrets and secrets that are nice surprises; * Explain that if someone is being touched in a way that they don’t like they have to tell someone in their safety network so they can help it stop. |

| **Class 3** | 2025-26 |  |
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| DfE Statutory Requirements - end of primary statements | SCARF Lesson Plan title & half-termly unit | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| ISH4 | As a rule | * Explain why we have rules; * Explore why rules are different for different age groups, in particular for internet-based activities; * Suggest appropriate rules for a range of settings; * Consider the possible consequences of breaking the rules. |
| FPC2, CF1, CF2 | Looking after our special people | * Identify people who they have a special relationship with; * Suggest strategies for maintaining a positive relationship with their special people. |
| CF3, CF4, RR1 | How can we solve this problem? | * Rehearse and demonstrate simple strategies for resolving given conflict situations. |
| CF1, CF2, CF4, CF5, RR3 | Friends are special | * Identify qualities of friendship; * Suggest reasons why friends sometimes fall out; * Rehearse and use, now or in the future, skills for making up again. |
| RR1, RR2, RR3 | ‘Thunks’ | * Express opinions and listen to those of others; * Consider others' points of view; * Practice explaining the thinking behind their ideas and opinions. |
| BS1 | Dan’s dare | * Explain what a dare is; * Understand that no-one has the right to force them to do a dare; * Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. |
|  | **Valuing Difference** |  |
| RR1, RR3 | Respect and challenge | * Reflect on listening skills; * Give examples of respectful language; * Give examples of how to challenge another's viewpoint, respectfully. |
| FPC1, FPC2, FPC3, FPC4, FPC6, RR7 | Family and friends | * Recognise that there are many different types of family; * Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' |
| MW5 | My community | * Define the term 'community'; * Identify the different communities that they belong to; * Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. |
| RR1, RR2 | Our friends and neighbours | * Explain that people living in the UK have different origins; * Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; * Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together. |
| FPC3, RR1, RR2, RR6, OR2, MW8, ISH5 | Let’s celebrate our differences | * Recognise the factors that make people similar to and different from each other; * Recognise that repeated name calling is a form of bullying; * Suggest strategies for dealing with name calling (including talking to a trusted adult). |
| RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5 | Zeb | * Understand and explain some of the reasons why different people are bullied; * Explore why people have prejudiced views and understand what this is. |
|  | **Keeping safe** |  |
| BS1, BS4, BS5, BS6, BS7, BS8 | Safe or unsafe? | * Identify situations which are safe or unsafe; * Identify people who can help if a situation is unsafe; * Suggest strategies for keeping safe. |
| BS4 | Danger or risk? | * Define the words danger and risk and explain the difference between the two; * Demonstrate strategies for dealing with a risky situation. |
| BS2, BS5 | The Risk Robot | * Identify risk factors in given situations; * Suggest ways of reducing or managing those risks. |
| OR3, OR4, OR5, ISH1, ISH3, ISH6 | Super Searcher | * Evaluate the validity of statements relating to online safety; * Recognise potential risks associated with browsing online; * Give examples of strategies for safe browsing online. |
| HE3, DAT1 | Help or harm? | * Understand that medicines are drugs and suggest ways that they can be helpful or harmful. |
| HE3, DAT1 | Alcohol and cigarettes: the facts | * Identify some key risks from and effects of cigarettes and alcohol; * Know that most people choose not to smoke cigarettes; (Social Norms message) * Define the word 'drug' and understand that nicotine and alcohol are both drugs. |
|  | **Rights and Respect** |  |
| BS8 | Helping each other to stay safe | * Identify key people who are responsible for them to stay safe and healthy; * Suggest ways they can help these people. |
| OR4, ISH6 | Recount task | * Understand the difference between 'fact' and 'opinion'; * Understand how an event can be perceived from different viewpoints; * Plan, draft and publish a recount using the appropriate language. |
| MW5 | Our helpful volunteers | * Define what a volunteer is; * Identify people who are volunteers in the school community; * Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Can Harold afford it? | * Understand the terms 'income', 'saving' and 'spending'; * Recognise that there are times we can buy items we want and times when we need to save for them; * Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); * Explain that people earn their income through their jobs; * Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.). |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Earning money | * Explain that people earn their income through their jobs; * Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.). |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold’s environment project | * Define what is meant by the environment; * Evaluate and explain different methods of looking after the school environment; * Devise methods of promoting their priority method. |
|  | **Being My Best** |  |
| HE1, HE2, HE3 | Derek cooks dinner! | * Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; * Explain what is meant by the term 'balanced diet'; * Give examples what foods might make up a healthy balanced meal. |
| HP5, HP6 | Poorly Harold | * Explain how some infectious illnesses are spread from one person to another; * Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; * Suggest medical and non-medical ways of treating an illness. |
| RR1, RR2, RR3 | For or against? | * Develop skills in discussion and debating an issue; * Demonstrate their understanding of health and wellbeing issues that are relevant to them; * Empathise with different viewpoints; * Make recommendations, based on their research. |
| OR1 | I am fantastic! | * Identify their achievements and areas of development; * Recognise that people may say kind things to help us feel good about ourselves; * Explain why some groups of people are not represented as much on television/in the media. |
|  | **Growing and Changing** |  |
| CF1, CF2, CF5, OR2 | Relationship Tree | * Identify different types of relationships; * Recognise who they have positive healthy relationships with. |
| BS3, BS7 | Body space | * Understand what is meant by the term body space (or personal space); * Identify when it is appropriate or inappropriate to allow someone into their body space; * Rehearse strategies for when someone is inappropriately in their body space. |
| OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7, RR8 | None of your business! | * Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; * Recognise and describe appropriate behaviour online as well as offline; * Identify what constitutes personal information and when it is not appropriate or safe to share this; * Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. |
| BS2, RR8 | Secret or surprise | * Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; * Recognise how different surprises and secrets might make them feel; * Know who they could ask for help if a secret made them feel uncomfortable or unsafe. |
| BS7, CAB1, CAB2 | Year 4 only  My changing body  Living and Growing lesson 1 | * Understand that for girls, periods are a normal part of puberty. * Understand the changes to both boys and girls’ bodies |
| BFA1, BFA2 | Basic first aid | * See link to external provider for further information |

| **Class 3** | 2026-27 |  |
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| DfE Statutory Requirements - end of primary statements | SCARF Lesson Plan title & half-termly unit | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| RR2 | Human machines | * Demonstrate strategies for working on a collaborative task; * Define successful qualities of teamwork and collaboration. |
| CF2, CF3, CF4, CF5, RR1,  RR2, RR3, RR5, MW3, HE3 | Ok or not ok? (1) | * Explain what we mean by a ‘positive, healthy relationship’; * Describe some of the qualities that they admire in others. |
| CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, MW3, HE3 | Ok or not ok? (2) | * Recognise that there are times when they might need to say 'no' to a friend; * Describe appropriate assertive strategies for saying 'no' to a friend. |
| CF2, CF3, MW3, MW6, MW7 | An email from Harold! | * Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; * Explain how different words can express the intensity of feelings. |
| MW1, MW2, MW3, MW4 | Different feelings | * Identify a wide range of feelings; * Recognise that different people can have different feelings in the same situation; * Explain how feelings can be linked to physical state. |
| RR1, RR6, MW8, ISH5 | Under pressure | * Give examples of strategies to respond to being bullied, including what people can do and say; * Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. |
|  | **Valuing difference** |  |
| CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4 | Can you sort it? | * Define the terms 'negotiation' and 'compromise'; * Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. |
| FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1 | What would I do? | * List some of the ways that people are different to each other (including differences of race, gender, religion); * Recognise potential consequences of aggressive behaviour; * Suggest strategies for dealing with someone who is behaving aggressively. |
| FPC3, CF3, RR1, RR2, RR5 | The people we share our world with | * List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); * Define the word respect and demonstrate ways of showing respect to others' differences. |
| RR7, OR5, ISH2, ISH5, ISH6 | That is such a stereotype! | * Understand and identify stereotypes, including those promoted in the media. |
| FPC1, FPC2, CF1, CF2, RR1 | Friend or acquaintance? | * Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); * Give examples of features of these different types of relationships, including how they influence what is shared. |
| CF5, RR8, BS1, BS3, BS5, MW4 | Islands | * Understand that they have the right to protect their personal body space; * Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; * Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. |
|  | **Keeping Safe** |  |
| OR4, BS4, BS5, ISH2, PHF3, HE1, HE3, DAT1, HP2 | Danger, risk or hazard? | * Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; * Identify situations which are either dangerous, risky or hazardous; * Suggest simple strategies for managing risk. |
| CF5, RR4, RR6, OR2, BS1, BS6, MW4 | How dare you! | * Define what is meant by the word 'dare'; * Identify from given scenarios which are dares and which are not; * Suggest strategies for managing dares. |
| CF3, CF5, RR4, RR6, OR3, DAT1 | Keeping ourselves safe | * Describe stages of identifying and managing risk; * Suggest people they can ask for help in managing risk. |
| OR5, BS1, ISH2, ISH6 | Raisin Challenge (2) | * Understand that we can be influenced both positively and negatively; * Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. |
| OR3, OR5, ISH3, ISH5 | Picture Wise | * Identify images that are safe/unsafe to share online; * Know and explain strategies for safe online sharing; * Understand and explain the implications of sharing images online without consent. |
| DAT1, HP5 | Medicines: check the label | * Understand that medicines are drugs; * Explain safety issues for medicine use; * Suggest alternatives to taking a medicine when unwell; * Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). |
| HE3, DAT1 | Know the norms (formerly Tell Mark II) (OPTIONAL) | * Understand some of the key risks and effects of smoking and drinking alcohol; * Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). |
|  | **Rights and respect** |  |
| PHF4 | Who helps us stay healthy and safe? | * Explain how different people in the school and local community help them stay healthy and safe; * Define what is meant by 'being responsible'; * Describe the various responsibilities of those who help them stay healthy and safe; * Suggest ways they can help the people who keep them healthy and safe. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | It’s your right | * Understand that humans have rights and also need to respect the rights of other; * Identify some rights and also need to respect the rights of others that come with these rights. |
| RR3, RR5, OR2, OR3, BS2 | How do we make a difference? | * Understand the reason we have rules; * Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); * Recognise that everyone can make a difference within a democratic process. |
| RR3, OR4, OR5, ISH2, ISH6, ISH7 | In the news! | * Define the word influence; * Recognise that reports in the media can influence the way they think about an topic; * Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. |
| RR5, RR6, BS7 | Safety in numbers | * Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; * Recognise that they can play a role in influencing outcomes of situations by their actions. |
| Wider PSHE curriculum (not  covered by DfE statutory requirements) | Why pay taxes? | * Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; * Understand how a payslip is laid out showing both pay and deductions; * Prioritise public services from most essential to least essential. |
|  | **Being My Best** |  |
| RR1, RR2, RR4 | What makes me ME! | * Identify ways in which everyone is unique; * Appreciate their own uniqueness; * Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. |
| CF2, RR1, OR4 | Making choices | * Give examples of choices they make for themselves and choices others make for them; * Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. |
| PHF1, PHF2, HE1, HE2, HE3, HP3, ISH2, ISH3 | SCARF hotel | * Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; * Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold’s Seven Rs | * Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); * Suggest ways the Seven Rs recycling methods can be applied to different scenarios. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | My school community (1) | * Define what is meant by the word 'community'; * Suggest ways in which different people support the school community; * Identify qualities and attributes of people who support the school community. |
|  | **Growing and Changing** |  |
| MW2, MW3, MW9 | Moving house | * Describe some of the changes that happen to people during their lives; * Explain how the Learning Line can be used as a tool to help them manage change more easily; * Suggest people who may be able to help them deal with change. |
| FPC1, FPC2, FPC3, FPC4, CF5, RR2, MW3, MW4, CAB1 | My feelings are all over the place! | * Name some positive and negative feelings; * Suggest reasons why young people sometimes fall out with their parents; * Take part in a role play practising how to compromise. |
| BS7, CAB1 | All change! | * Identify parts of the body that males and females have in common and those that are different; * Know the correct terminology for their genitalia; * Understand and explain why puberty happens. |
| RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3 | Secret or surprise? | * Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; * Recognise how different surprises and secrets might make them feel; * Know who they could ask for help if a secret made them feel uncomfortable or unsafe. |
| FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1 | Together | * Recognise that marriage includes same sex and opposite sex partners; * Know the legal age for marriage in England or Scotland; * Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. |
| BS7, CAB1, CAB2 | Year 4 only  My changing body  Living and Growing lesson 1 | * Understand that for girls, periods are a normal part of puberty. * Understand the changes to both boys’ and girls’ bodies |
| **Class 4** | 2025-26 |  |
| DfE Statutory Requirements - end of pri-mary statements | SCARF Lesson Plan title & half-termly --unit | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| CF2, CF3 | Give and take | * Explain what is meant by the terms negotiation and compromise; * Describe strategies for resolving difficult issues or situations. |
| CF1, CF2, CF3, CF4, MW1, MW2, MW3 | How good a friend are you? | * Demonstrate how to respond to a wide range of feelings in others; * Give examples of some key qualities of friendship; * Reflect on their own friendship qualities. |
| CF2, CF3, CF4, CF5, RR3, RR4, RR5 | Relationship cake recipe | * Identify what things make a relationship unhealthy; * Identify who they could talk to if they needed help. |
| MW2, MW3, MW4, MW9, MW10 | Our emotional needs | * Recognise basic emotional needs, understand that they change according to circumstance; * Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. |
| CF2, CF3, CF5, RR1 | Being assertive | * Identify characteristics of passive, aggressive and assertive behaviours; * Understand and rehearse assertiveness skills. |
|  | **Valuing Difference** |  |
| CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5 | Qualities of friendship | * Define some key qualities of friendship; * Describe ways of making a friendship last; * Explain why friendships sometimes end. |
| RR1, RR2, RR4, RR5 | Kind conversations | * Rehearse active listening skills; * Demonstrate respectfulness in responding to others; * Respond appropriately to others. |
| RR1, RR2, RR3, RR4, RR5, RR6, RR7 | Happy being me | * Recognise some of the feelings associated with feeling excluded or ‘left out’; * Give examples of ways in which people behave when they discriminate against others who are different from them; * Understand the importance of respecting others, even when they are different from themselves. |
| FPC3, CF3, RR1, RR2, RR4, RR5 | The land of the Red People | * Identify and describe the different groups that make up their school/wider community/other parts of the UK; * Describe the benefits of living in a diverse society; * Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. |
| RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6 | Is it true? | * Understand that the information we see online either text or images, is not always true or accurate; * Recognise that some people post things online about themselves that aren’t true, sometimes this is so that people will like them; * Understand and explain the difference sex, gender identity, gender expression and sexual orientation. |
| RR1, RR6, RR7 | Stop, start stereotypes | * Recognise that some people can get bullied because of the way they express their gender; * Give examples of how bullying behaviours can be stopped. |
|  | **Keeping Safe** |  |
| RR1, RR6, OR1, OR2, OR3, OR5, MW8, ISH4, ISH5 | Spot bullying | * Demonstrate strategies to deal with both face-to-face and online bullying; * Demonstrate strategies and skills for supporting others who are bullied; * Recognise and describe the difference between online and face-to-face bullying. |
| OR1, OR2, OR3, OR4, OR5, BS1, BS4, ISH1, ISH2, ISH3, ISH5, ISH7 | Play, Like, Share | * Reflect on what information they share offline and online; * Recognise that people aren’t always who they say they are online; * Know how to protect personal information online. |
| CF5 | Decision dilemmas | * Recognise which situations are risky; * Explore and share their views about decision making when faced with a risky situation; * Suggest what someone should do when faced with a risky situation. |
| CF5, RR2, RR4, RR5, RR8, BS1, BS2 | Ella’s diary dilemma | * Define what is meant by a dare; * Explain why someone might give a dare; * Suggest ways of standing up to someone who gives a dare. |
| BS1 | Would you risk it? | * Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; * Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. |
| DAT1 | ‘Thunking’ about habit (OPTIONAL) | * Explain what a habit is, giving examples; * Describe why and how a habit can be hard to change. |
| DAT1 | Drugs: true or false? (OPTIONAL) | * Understand some of the complexities of categorising drugs; * Know that all medicines are drugs but not all drugs are medicines; * Understand ways in which medicines can be helpful or harmful and used safely or unsafely. |
| ISH6, DAT1 | Smoking: what is normal? (Vaping)  (OPTIONAL) | * Understand the actual norms around smoking and the reasons for common misperceptions of these. |
|  | **Rights and Respect** |  |
| ISH6, PHF2, PHF3, HE1 | What’s the story? | * Identify, write and discuss issues currently in the media concerning health and wellbeing; * Express their opinions on an issue concerning health and wellbeing; * Make recommendations on an issue concerning health and wellbeing. |
| OR4, ISH6 | Fact or opinion? | * Understand the difference between a fact and an opinion; * Understand what biased reporting is and the need to think critically about things we read. |
| MW5 | Mo makes a difference | * Explain what we mean by the terms voluntary, community and pressure (action) group; * Give examples of voluntary groups, the kind of work they do and its value. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Rights, respect and duties | * Define the differences between respect, rights and duties; * Discuss what can make them difficult to follow; * Identify the impact on individuals and the wider community if duties are not carried out. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Spending wisely | * State the costs involved in producing and selling an item; * Suggest questions a consumer should ask before buying a product. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Lend us a fiver! | * Define the terms loan, credit, debt and interest; * Suggest advice for a range of situations involving personal finance. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Local councils (OPTIONAL) | * Explain some of the areas that local councils have responsibility for; * Understand that local Councillors are elected to represent their local community. |
|  | **Being My Best** |  |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | It all adds up! | * Know the basic functions of the four systems covered and know they are inter-related. * Explain the function of at least one internal organ. * Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Different skills | * Identify their own strengths and talents; * Identify areas that need improvement and describe strategies for achieving those improvements. |
| BS1 | Independence and responsibility | * Identify people who are responsible for helping them stay healthy and safe; * Identify ways that they can help these people. |
| ISH4 | Star qualities | * Describe 'star' qualities of celebrities as portrayed by the media; * Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; * Describe 'star' qualities that 'ordinary' people have. |
| BFA1, BFA2 | Basic first aid, including Sepsis Awareness | * See link to external provider for further information |
| DAT1 | Getting fit | * Know two harmful effects each of smoking/drinking alcohol; * Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health; * Understand the actual norms around smoking and the reasons for common misperceptions of these. |
|  | **Growing and Changing** |  |
| MW2, MW3, MW4 | How are they feeling? | * Use a range of words and phrases to describe the intensity of different feelings; * Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; * Explain strategies they can use to build resilience. |
| RR5, BS1, BS3, BS4, BS5, BS7, BS8 | Taking notice of our feelings | * Identify people who can be trusted; * Describe strategies for dealing with situations in which they would feel uncomfortable. |
| BS2, BS4, BS5, BS6, BS7, BS8 | Dear Ash | * Explain the difference between a safe and an unsafe secret; * Identify situations where someone might need to break a confidence in order to keep someone safe. |
| FPC6, BS2, BS3, CAB1, CAB2 | Growing up and changing bodies | * Identify some products that they may need during puberty and why; * Know what menstruation is and why it happens. |
| BS7, CAB1 | Changing bodies and feelings | * Know the correct words for the external sexual organs; * Discuss some of the myths associated with puberty. |
| FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1 | Help, I’m a teenager…get me out of here! | * Recognise how our body feels when we’re relaxed; * List some of the ways our body feels when it is nervous or sad; * Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Dear Hetty (OPTIONAL) | * Explain how someone might feel when they are separated from someone or something they like; * Suggest ways to help someone who is separated from someone or something they like. |

| **Class 4** | 2026-27 |  |
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| DfE Statutory Requirements - end of primary statements | SCARF Lesson Plan title & half-termly unit | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Working together | * Demonstrate a collaborative approach to a task; * Describe and implement the skills needed to do this. |
| CF2, CF3, CF4, CF5 | Solve the friendship problem | * Recognise some of the challenges that arise from friendships; * Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. |
| RR1, RR2, RR4, RR5, RR6, BS6 | Behave yourself | * Recognise and empathise with patterns of behaviour in peer-group dynamics; * Recognise basic emotional needs and understand that they change according to circumstance; * Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. |
| CF5, RR2, RR4, RR5, RR8 | Assertiveness Skills | * List some assertive behaviours; * Recognise peer influence and pressure; * Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. |
| FPC3, FPC4, FPC5, FPC6,  RR1, RR5, RR8, BS3, BS4, BS5, BS7 | Don’t force me | * Describe ways in which people show their commitment to each other; * Know the age at which a person can marry. |
| RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8 | Acting appropriately | * Recognise that some types of physical contact can produce strong negative feelings; * Know that some inappropriate touch is also illegal. |
|  | **Valuing Difference** |  |
| CF2, RR1, RR6, BS1, MW3 | Ok to be different | * Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; * Suggest strategies for dealing with bullying, as a bystander; * Describe positive attributes of their peers. |
| RR1, RR5, RR6, OR2 | We have more in common than not | * Know that all people are unique but that we have far more in common with each other than what is different about us; * Consider how a bystander can respond to someone being rude, offensive or bullying someone else; * Demonstrate ways of offering support to someone who has been bullied. |
| RR1, RR2, RR3, RR5 | Respecting differences | * Demonstrate ways of showing respect to others, using verbal and non-verbal communication. |
| RR1, RR2, RR5 | Tolerance and respect for others | * Understand and explain the term prejudice; * Identify and describe the different groups that make up their school/wider community/other parts of the UK; * Describe the benefits of living in a diverse society; * Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. |
| FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6 | Advertising friendships! | * Explain the difference between a friend and an acquaintance; * Describe qualities of a strong, positive friendship; * Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). |
| RR1, RR2, RR6, RR7, ISH2, ISH6 | Boys will be boys? Challenging gender stereotypes | * Define what is meant by the term stereotype; * Recognise how the media can sometimes reinforce gender stereotypes; * Recognise that people fall into a wide range of what is seen as normal; * Challenge stereotypical gender portrayals of people. |
|  | **Keep Safe** |  |
| RR8, OR2, OR3, OR4, BS1, ISH4, ISH5 | Think before you click! | * Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; * Understand and describe the ease with which something posted online can spread. |
| OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7 | To share or not to share? | * Know that it is illegal to create and share sexual images of children under 18 years old; * Explore the risks of sharing photos and films of themselves with other people directly or online; * Know how to keep their information private online. |
| MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1 | Rat Park | * Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; * Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. |
| HE3, DAT1 | What sort of drug is…? | * Explain how drugs can be categorised into different groups depending on their medical and legal context; * Demonstrate an understanding that drugs can have both medical and non-medical uses; * Explain in simple terms some of the laws that control drugs in this country. |
| HE3, DAT1 | Drugs: it’s the law! | * Understand some of the basic laws in relation to drugs; * Explain why there are laws relating to drugs in this country. |
| HE3, DAT1 | Alcohol: what is normal? | * Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; * Describe some of the effects and risks of drinking alcohol. |
|  | **Rights and Respect** |  |
| RR7, ISH6 | Two sides to every story | * Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; * Describe the language and techniques that make up a biased report; * Analyse a report also extract the facts from it. |
| RR8, OR1, MW1, ISH4, ISH6 | ‘Fakebook’ Friends | * Know the legal age (and reason behind these) for having a social media account; * Understand why people don’t tell the truth and often post only the good bits about themselves, online; * Recognise that people’s lives are much more balanced in real life, with positives and negatives. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | What’s it worth? | * Explain some benefits of saving money; * Describe the different ways money can be saved, outlining the pros and cons of each method; * Describe the costs that go into producing an item; * Suggest sale prices for a variety of items, taking into account a range of factors; * Explain what is meant by the term interest. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Jobs and taxes (OPTIONAL) | * Recognise and explain that different jobs have different levels of pay and the factors that influence this; * Explain the different types of tax (income tax and VAT) which help to fund public services; * Evaluate the different public services and compare their value. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Happy shoppers | * Explain what is meant by living in an environmentally sustainable way; * Suggest actions that could be taken to live in a more environmentally sustainable way. |
| MW5 | Action stations! (OPTIONAL) | * Explain what we mean by the terms voluntary, community and pressure (action) group; * Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Democracy in Britain 1 - Elections | * Why and how rules and laws that protect them and others are made and enforced; * Why different rules are needed in different situations and how to take part in making and changing rules; * Begin to understand the way in which democracy in Britain works. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Democracy in Britain 2 - How (most) laws are made | * Why and how rules and laws that protect them and others are made and enforced; * Why different rules are needed in different situations and how to take part in making and changing rules. |
|  | **Being My Best** |  |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | This will be your life! | * Identify aspirational goals; * Describe the actions needed to set and achieve these. |
| CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1 | What’s the risk? (1) | * Identify risk factors in a given situation (involving alcohol); * Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; * Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. |
| FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1 | What’s the risk? (2) | * Identify risk factors in a given situation; * Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; * Recognise that some situations can be made less risky e.g. only sharing information with someone you trust. |
| BFA1, BFA2 | Basic first aid | * See link to external provider for further information |
| MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2 | Five Ways to Wellbeing project | * Explain what the five ways to wellbeing are; * Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. |
|  | **Growing and Changing** |  |
| RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1 | I look great! | * Understand that fame can be short-lived; * Recognise that photos can be changed to match society's view of perfect; * Identify qualities that people have, as well as their looks. |
| RR1, RR4, RR7, OR1, ISH2, ISH5 | Media manipulation | * Define what is meant by the term stereotype; * Recognise how the media can sometimes reinforce gender stereotypes; * Recognise that people fall into a wide range of what is seen as normal; * Challenge stereotypical gender portrayals of people. |
| OR1, OR3, OR4, OR5, OR6, BS1, BS3, BS4, BS5 | Pressure online | * Understand the risks of sharing images online and how these are hard to control, once shared; * Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; * Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. |
| FPC2, FPC6, MW2, MW4, MW6, MW9 | Helpful or unhelpful? Managing change | * Recognise some of the changes they have experienced and their emotional responses to those changes; * Suggest positive strategies for dealing with change; * Identify people who can support someone who is dealing with a challenging time of change. |
| RR1, BS7, CAB1, CAB2 | Is this normal? | * Know where someone could get support if they were concerned about their own or another person's safety. |
| FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2 | Making babies | * Know a variety of ways in which the sperm can fertilise the egg to create a baby; * Know the legal age of consent and what it means. |

Appendix C - From the Bishops’ Statement January 2020

**The Church’s Teaching on Marriage**

7. It has always been the position of the Church of England that marriage is a creation ordinance, a gift of God in creation and a means of his grace. Marriage, defined as a faithful, committed, permanent and legally sanctioned relationship between a man and a woman making a public commitment to each other, is central to the stability and health of human society. We believe that it continues to provide the best context for the raising of children, although it is not the only context that can be of benefit to children, especially where the alternative may be long periods in institutional care.

8. The Church of England’s teaching is classically summarised in The Book of Common Prayer, where the marriage service lists the causes for which marriage was ordained, namely: ‘for the procreation of children, …for a remedy against sin [and]…. for the mutual society, help, and comfort that the one ought to have of the other.’

9. In the light of this understanding the Church of England teaches that “sexual intercourse, as an expression of faithful intimacy, properly belongs within marriage exclusively" (Marriage: a teaching document of the House of Bishops, 1999). Sexual relationships outside heterosexual marriage are regarded as falling short of God’s purposes for human beings.

10. The introduction of same sex marriage, through the Marriage (Same Sex Couples) Act 2013, has not changed the church’s teaching on marriage or same sex relationships. A major study of this and other areas of human sexuality is underway (the Living in Love and Faith project). This work, which is expected to be completed in 2020, will then inform further deliberations of the House of Bishops. In the context, however, of the introduction of opposite sex as well as same sex civil partnerships, the teaching of the church on marriage remains unchanged.

**Conclusion**

35. With opposite sex civil partnerships, and with those for same sex couples, the Church’s teaching on sexual ethics remains unchanged. For Christians, marriage – that is the lifelong union between a man and a woman, contracted with the making of vows – remains the proper context for sexual activity.