Winterbourne Earls CE Primary School
Personal, Social, Health and Economic (PSHE) Policy including Relationship and Sex Education Policy

Date Published: September 2026
Date of next review: September 2029

Introduction

Winterbourne Earls School fully recognises its responsibilities for the safety of its children and staff at all times. Our Christian values of courage, honesty, respect, inspiration, stretching our learning and thankfulness are the foundation of our PSHE and Relationship and Sex Education Policy, helping to create an inclusive school environment.

1. How this Policy was developed

This policy was written by the Headteacher and developed in consultation with parents, teachers and other school staff, governors and pupils at Winterbourne Earls Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and / or 6, in line with content about conception and birth, which forms part of the national curriculum for science. Health Education is also statutory in all schools[1].

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

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

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

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

[1] Except Independent Schools where PSHE education remains statutory.

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

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

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

At Winterbourne Earls Primary School, PSHE and wellbeing education is delivered through SCARF, a comprehensive scheme that meets all DfE statutory requirements for Relationships and Health Education, including non-statutory Sex Education, and aligns with the PSHE Association Programme of Study. SCARF also supports wider areas of the National Curriculum. The school follows the six half-termly units suggested by SCARF, adapting them where needed to reflect local circumstances and make use of the local environment. Pupil voice is central to planning, with the school council consulted to ensure the programme reflects children's views and needs.

The PSHE subject lead and Headteacher work closely with teachers to ensure staff are confident and well supported, with access to SCARF resources such as guidance documents and training films. Class teachers deliver PSHE through weekly lessons or cross-curricular approaches, following clear learning objectives and lesson plans. SCARF was chosen for its progressive structure, relevance, and sensitivity to pupils' needs, with learning building year on year.

5. What is being taught

The SCARF medium term planning for all units taught across Key stage 1 and 2 and the Early Years Foundation Stage[2], including vocabulary taught for the Growing and Changing units of work, can be found in the appendices.

The Early Years Foundation Stage

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

KS1 and KS2

[2] This policy refers to the scheme of work delivered in our Reception Class and not pre-school.

The SCARF programme divides the year into 6 themed units:

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

Children are supported to understand themselves as growing and changing individuals and as members of a wider community through first-hand experiences and collaborative learning. They are encouraged to recognise how their choices and behaviour affect others, to develop personal and social skills, and to work alongside their peers. Opportunities are provided for children to make informed choices about their health and environment, fostering responsibility and a caring attitude towards others.

Learning about growth, development and reproduction is introduced progressively through the curriculum. In Year 2 science, pupils learn that humans and animals grow from birth to adulthood, focusing on growth rather than the mechanics of reproduction. In Year 5, pupils study life cycles, including human development from birth to old age and the physical and emotional changes of puberty. To support transition to secondary school, non-statutory sex education in Years 5 and 6 is age-appropriate and sensitive, teaching how a baby is conceived, including through sexual intercourse or IVF. This builds on prior learning about relationships, puberty and reproduction, and prepares pupils for ongoing Relationships and Sex Education in secondary education.

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions

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

PSHE lessons are taught by their class teachers or cover supervisors once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils

Commented [EB1]: Do you know whether teachers are teaching PSHE across all year groups or is it TAs in some?

Commented [PC2R1]: Sophie is doing Y1 and I know Ghazala does Y4, so this needs amending to teacher/TA/cover supervisor

- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

All our RSE resources are available on request for parents to view as part of ongoing collaboration.

7. How PSHE education is monitored, evaluated and assessed

In monitoring and assessing learning within PSHE at Winterbourne Earls Primary School.

For each of the six units teachers monitor progress, record key points and identify areas for further development. This allows both the teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans supported by the 'I can' statements.

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

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

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

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

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

Research shows that, on average, about 10%[3] of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGBTQ+ parents / carers, brothers or sisters, other family members and / or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Commented [PC3]: Does it need to be LGBTQ+- what does the wording need to be to encompass everyone?

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

9. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships or Health Education. They do not have a right to withdraw their children from

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

those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

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

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

Commented [EB4]: on request

10. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead via the school office.

11. Policy Review and Development Plan

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

12. Sources of Further Information

This policy has drawn on:

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

This policy should be read in conjunction with the following:

- Safeguarding / Child Protection policy
- Anti-bullying policy

- Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2025)

Useful resources / Appendixes

RECEPTION	
Me and My Relationships	
	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.
All about me	● Talk about their own interests; ● Talk about their families; ● Talk about how they are the same or different to others.
What makes me special	● Share their favourite interests and objects; ● Talk about themselves positively; ● Listen to what others say and respond.
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.
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.
My feelings	● Describe different emotions; ● Explore how we feel at certain times or events; ● Identify ways to change feelings and calm down.
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	
	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.
I'm special, you're special	● Describe their own positive attributes; ● Share their likes and dislikes; ● Listen to and respect the ideas of others.

RECEPTION	
Same and different	● Recognise the similarities and differences amongst their peers; ● Discuss why differences should be celebrated; ● Retell a story.
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.
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.
I am caring	● Suggest ways in which we can be kind towards others; ● Demonstrate skills in cooperation with others.
I am a friend	● Show friendly behaviour towards a peer; ● Build relationships with others.
Keeping Safe	
	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.
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.
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).
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.
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.
Keeping safe online	● Share ideas about activities that are safe to do on electronic devices (including not to talk to any strangers online.); ● What to do and who to talk to if they feel unsafe online; ● Think about the healthy amount of time to spend on devices.

RECEPTION	
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	
	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 similarities and differences between themselves; • Demonstrate building relationships with friends.
Looking after my special people	• Name the special people in their lives; • Understand that our special people can be different to those of others.
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.
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.
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; • Begin to understand that money can be kept safely in a bank as digital money. • Recognise that adults can use devices like phones to pay for things. • Think about the risks related to online gaming.
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; • Begin to understand that money can be kept safely in a bank as digital money; • Recognise that adults can use devices like phones to pay for things.
Being My Best	
	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;

RECEPTION	
	• Understand that they can make healthy choices; • Name and recognise how healthy choices can keep us well.
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.
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.
Healthy eating	• 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.
My healthy mind	• 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.
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.
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	
	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 marriage and civil partnerships are a lifelong promise made by two grown-ups; • Understand that babies are made by a man and a woman; • Understand that some children are adopted; • Use the correct vocabulary when naming the different parts of the body; Know how to keep themselves safe.
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.
Life stages - plants, animals, humans	• To understand that animals and humans change in appearance over time;

RECEPTION	
	• 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.
Life Stages: Human life stage - who will I be?	• Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about marriage and civil partnerships – what they are and why people might choose them. • Talk about their own experience of growing up.
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.
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.
Me and my body - girls and boys	• Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.

YEAR ONE	
Me and My Relationships	
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.
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.
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.).
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.

YEAR ONE	
Feelings and bodies	• Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt.
Good friends	• Identify simple qualities of friendship; • Suggest simple strategies for making up.
Valuing Difference	
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.
Unkindness, teasing or bullying?	• Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare. • Understand that bullying can happen online. • Understand that they should not share unkind photos of other people online.
Harold's school rules	• Explain some of their school rules and how those rules help to keep everybody safe.
It's not fair!	• Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others.
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.
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	
Super sleep	• Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep; • To explore how screen use can make us feel and learn how to make healthy and sensible choices.
Who can help? (1)	• Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe.
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.

YEAR ONE	
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.
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.
Harold loses Geoffrey	• Recognise the range of feelings that are associated with loss.
Rights and Respect	
Harold has a bad day	• Recognise how a person's behaviour (including their own) can affect other people.
Around and about the school	• Identify what they like about the school environment; • Recognise who cares for and looks after the school environment.
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.
Harold's money	• Explain where people get money from; • List some of the things that money may be spent on in a family home; • Understand that when they want to buy something, online or offline, they need to ask their grownups for help first.
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).
Basic first aid	• When and how to get help • Choking • Keeping blood flowing around our bodies (not tying thigns too tightly and keeping our faces clear to breathe) • Reinforcing calling 999 and learning basic facts such as their full name and address
Being My Best	
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.
Eat well	• Recognise that they may have different tastes in food to others;

YEAR ONE	
	• 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.
Harold's wash and brush up	• Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order.
Catch it! Bin it! Kill it!	• Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases.
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.
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.
Inside my wonderful body!	• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them.
Growing and Changing	
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; • To explore how screen use can make us feel and learn how to make healthy and sensible choices.
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.
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.
Who can help? (2)	• Explain the difference between teasing and bullying; • Understand that bullying can happen online; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation.
Surprises and secrets	• Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about

YEAR ONE	
	any secret they are told, or told to keep.
Keeping privates private	• Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts.

YEAR TWO	
Me and My Relationships	
Our ideal classroom (1)	• Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions.
Our ideal classroom (2)	• The conventions of courtesy and manners.
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.
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.
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.
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; • Understand that bullying can happen online, as well as in person, and to know what to do if this happens; • Understand that they should not share images of themselves or others without permission.
Don't do that!	• Understand and describe strategies for dealing with bullying; • Rehearse and demonstrate some of these strategies. • Understand that there are different types of bullying, including online.
Bullying or teasing?	• 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. • Understand that bullying can happen online, as well as in person, and to know what to do if this happens.

YEAR TWO	
	• Understand that they should not share images of themselves or others without permission.
Valuing difference	
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.
My special people	• Identify people who are special to them; • Explain some of the ways those people are special to them.
How do we make others feel?	• Recognise and explain how a person's behaviour can affect other people.
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.
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.
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	
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.
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.
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.
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

YEAR TWO	
	uncomfortable.
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.
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	
Getting on with others	• Describe and record strategies for getting on with others in the classroom.
When I feel like erupting	• Explain, and be able to use, strategies for dealing with impulsive behaviour.
Feeling safe	• Identify special people in the school and community who can keep them safe; • Know how to ask for help.
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.
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.
Harold goes camping	• Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this; • Understand the money risks related to online gaming.
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	

YEAR TWO	
You can do it!	• Explain the stages of the learning line showing an understanding of the learning process; • Suggest phrases and words of encouragement to give someone who is learning something new; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
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.
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.
Harold's bathroom	• Explain the importance of good dental hygiene; • Describe simple dental hygiene routines.
What does my body do?	• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood.
My body needs…	• Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health. • Explore how screen use can make us feel and learn how to make healthy and sensible choices.
Basic first aid	• What is First Aid?
Growing and Changing	
A helping hand	• Demonstrate simple ways of giving positive feedback to others.
Sam moves house	• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
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.
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.

YEAR TWO	
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.
Some secrets should never be kept	• Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

YEAR THREE	
Me and My Relationships	
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.
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.
How can we solve this problem?	• Rehearse and demonstrate simple strategies for resolving given conflict situations.
Tangram team challenge	• Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success.
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.
'Thunks'	• Express opinions and listen to those of others; • Consider others' points of view; • Practice explaining the thinking behind their ideas and opinions.
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.
My special pet	• Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation.

YEAR THREE	
Valuing Difference	
Respect and challenge	• Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully.
Family and friends	• Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
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.
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.
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).
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	
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.
Danger or risk?	• Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation.
The Risk Robot	• Identify risk factors in given situations; • Suggest ways of reducing or managing those risks.
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; • To think about screen usage and understand that online gaming can be addictive.
Help or harm?	• Understand that medicines are drugs and suggest ways that they

YEAR THREE	
	can be helpful or harmful.
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.
Raisin Challenge (1)	• Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions.
Rights and Respect	
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.
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.
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.
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.); • Understand the financial risks related to online gaming.
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.).
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	
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.

YEAR THREE	
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.
Body team work	• Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); • Describe how food, water and air get into the body and blood.
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.
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.
Top talents	• Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class.
Getting on with your nerves!	• Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves.
Growing and Changing	
Relationship Tree	• Identify different types of relationships; • Recognise who they have positive healthy relationships with.
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.
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; • Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted

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	adult before communicating with others; ● Understand that they should not share images of others without their permission; ● Think carefully before sharing any information about themselves; ● Understand that once something is posted online it is very hard to remove or delete it.
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.
My changing body	● Recognise that babies come from the joining of an egg and sperm; ● Explain what happens when an egg doesn't meet a sperm; ● Understand that for girls, periods are a normal part of puberty.
Basic first aid	● Burns ● First Aid workshop with external First Aid provider

YEAR FOUR	
Me and My Relationships	
Human machines	● Demonstrate strategies for working on a collaborative task; ● Define successful qualities of teamwork and collaboration.
Ok or not ok? (1)	● Explain what we mean by a 'positive, healthy relationship'; ● Describe some of the qualities that they admire in others.
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.
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.
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.
When feelings change	● Demonstrate a range of feelings through their facial expressions and body language;

YEAR FOUR	
	• Recognise that their feelings might change towards someone or something once they have further information.
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; • To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult.
Valuing difference	
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.
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; • Understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult; • Understand they should not share images of other people online without their permission.
The people we share our world with	• List some of the ways in which people are different to each other (including ethnicity, religious beliefs, customs and festivals); • Define the word respect and demonstrate ways of showing respect to others' differences.
That is such a stereotype!	• Understand and identify stereotypes, including those promoted in the media.
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.
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	

YEAR FOUR	
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.
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.
Keeping ourselves safe	• Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk.
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.
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.
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).
Know the norms	• 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).
Traffic lights	• Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology; • Exercise caution when sharing information about themselves; • Understand the importance of privacy and location settings to protect information online; • Know that a trusted adult can help them if they see something online which makes them feel uncomfortable, worried or scared.
Rights and respect	
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.

YEAR FOUR	
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.
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; • Understand the risks relating to online gaming and that gaming can become addictive.
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.
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.
Harold's expenses	• Define the terms 'income' and 'expenditure'; • List some of the items and services of expenditure in the school and in the home; • Prioritise items of expenditure in the home from most essential to least essential.
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.
Logo quiz	• Understand some of the ways that various national and international environmental organisations work to help take care of the environment; • Understand and explain the value of this work.
Being My Best	
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.
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

YEAR FOUR	
	differently; ● Understand that making healthy choices around food is important for their wellbeing
SCARF hotel (formerly Diversity World Hotel)	● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; ● Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate); ● Understand the importance of a healthy relationship with food ● Understand the importance of good quality sleep and take practical steps for improving sleep.
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.
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.
Basic first aid	● Asthma ● First Aid workshop with external First Aid provider
Volunteering is cool	● Define what a volunteer is; ● Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.
Growing and Changing	
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.
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.
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.
Preparing for changes at puberty	● Recognise that babies come from the joining of an egg and sperm; ● Explain what happens when an egg doesn't meet a sperm; ● Understand that periods are a normal part of puberty for girls; ● Identify some of the ways they can cope better with periods.

YEAR FOUR	
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.
Together	• Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will; • Recognise that marriage or civil partnership includes same sex and opposite sex partners; • Know the legal age for marriage or civil partnership in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

YEAR FIVE	
Me and My Relationships	
Collaboration Challenge!	• Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively.
Give and take	• Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations.
Communication	• Understand that online communication can be misinterpreted; • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
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.
Relationship cake recipe	• Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help.
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.
Being assertive	• Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills.
Valuing Difference	

YEAR FIVE	
Qualities of friendship	• Define some key qualities of friendship; • Describe ways of making a friendship last; • Explain why friendships sometimes end.
Kind conversations	• Rehearse active listening skills; • Demonstrate respectfulness in responding to others; • Respond appropriately to others.
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.
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.
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;
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. • Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.
It could happen to anyone	• Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way.
Keeping Safe	
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.
Play, Like, Share 1	• Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online;

YEAR FIVE	
	• Recognise disrespectful behaviour online and know how to respond to it; • Understand that online relationships are unlikely to be as good as in-person relationships.
Play, like, Share 2	• Consider what information is safe/unsafe to share offline and online; • Think about the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Know to tell a trusted adult if something online is making them feel upset, worried or uncomfortable; • Understand what cyberbullying/online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.
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.
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. • Understand that once something is posted online and shared there is no way to delete it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.
Vaping: healthy or unhealthy?	• Describe some of the health risks caused by vaping; • Understand that there are potential health risks of vaping that are not yet fully known; • Use critical thinking skills when reading information/media; • Understand that companies selling vaping products do so to make money; • Describe some of the possible outcomes of taking a risk.
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.
Thinking about habit	• Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Think about making healthy choices; • Understand what our bodies need to grow and develop.
Drugs: true or false?	• Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines;

YEAR FIVE	
	• Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
Smoking: what is normal?	• Understand the actual norms around smoking and the reasons for common misperceptions of these.
Rights and Respect	
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.
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.
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.
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.
Spending wisely	• State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product.
Lend us a fiver!	• Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance.
Local councils	• 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	
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.
Different skills	• Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements.
My school community (2)	• State what is meant by community;

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	• Explain what being part of a school community means to them; • Suggest ways of improving the school community.
Independence and responsibility	• Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people.
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.
Basic first aid, including Sepsis Awareness	• Bleeding and Choking • First Aid workshop with external First Aid provider
Growing and Changing	
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.
Taking notice of our feelings	• Identify people who can be trusted; • Describe strategies for dealing with situations in which they would feel uncomfortable.
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.
Growing up and changing bodies	• Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens.
Changing bodies and feelings	• Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty.
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.
Dear Hetty	• 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.

YEAR 6	
Me and My Relationships	

YEAR 6	
Working together	• Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this.
Let's negotiate	• Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task.
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.
Dan's day	• Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others.
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.
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.
Don't force me	• Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry or have a civil partnership; • Understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership.
Acting appropriately	• Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal.
Valuing Difference	
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.
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

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	bullied.
Respecting differences	• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
Tolerance and respect for others	• Understand and explain the term prejudice and discrimination; • 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.
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).
Boys will be boys? Challenging gender stereotypes	• Define what is meant by the term stereotype; • Recognise how the media (including digital platforms) 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	
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; • Understand that once something is posted online it is very hard to remove; • Understand that sometimes people spread fake information, misinformation and disinformation, and to begin to think critically about how to respond to this.
It's a puzzle	• Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology; • Understand they should not share images of other people online without their permission; • Think carefully before sharing any information about themselves online; • Understand that once something has been posted online it can be circulated quickly and there is no way of deleting it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
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;

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	• Understand that once something is posted online and shared there is no way to delete it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.
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.
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.
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.
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.
Joe's story (part 1)	• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met.
Rights and Respect	
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.
'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.
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;

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	• Understand financial risks of online gaming; • Understand the importance of developing digital resilience.
Jobs and taxes	• 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.
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.
Action stations!	• 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.
Project Pitch (parts 1 & 2)	• That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; • Continue to develop the skills to exercise these responsibilities.
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.
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.
Community art	• Define the term 'community'; • Recognise the benefits to mental health and wellbeing of being part of community groups; • Understand the value of community members and how they can be valued for contributing to communities.
Being My Best	
This will be your life!	• Identify aspirational goals; • Describe the actions needed to set and achieve these.
Our recommendations	• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Develop a holistic approach to healthy eating.
What's the risk? (1)	• Identify risk factors in a given situation (including online); • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Know where to go for advice and support when they feel worried

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	or concerned about something online.
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.
Basic first aid	• Sepsis • First Aid workshop with external First Aid provider
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	
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; • Understand the importance of avoiding putting pressure on others to share information and images online.
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.
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.
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.
Is this normal?	• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Understand that a healthy attitude towards food can really support growth and puberty changes; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country;

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	• Know where someone could get support if they were concerned about their own or another person's safety.
Making babies	• Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means.
Online Sexual Content (optional)	• Identify the qualities of a caring, safe, happy and healthy relationship; • Understand the internet contains a lot of content that can be inappropriate and upsetting for children, some of which is sexual in nature; • Understand the laws around viewing online sexual content; • Understand the potential impact for children who have viewed this content and know where to go for advice and support.

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Year 1 - Growing and Changing

Key questions

Getting Help

What is a trusted adult?

Which adults at home can you ask for help?

Which adults at school can you ask for help?

Becoming Independent

What can you do now, that you couldn't do as a baby?

What can you do now, that you couldn't do as a toddler?

What can you do now, that you couldn't do last year in Reception?

What are you still learning to do?

Body Parts

Which body parts are on the inside?

Which body parts are on the outside?

How do different body parts work?

Are girls' and boys' bodies the same?

Which parts are different?

Key vocabulary

adult
brain
trusted
lungs
penis
heart
stomach
growing
vulva
learning

I can ...

I can identify an adult I can talk to at both home and school. If I need help.

I can tell you some things I can do now that I couldn't do when I was a toddler.

I can tell you what some of my body parts do.

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Year 2 - Growing and Changing

Key questions

Life Cycles

What helps us to grow?
Who helps us to grow?
What can you do by yourself now?
What are you looking forward to when you are 10 years old?
What are you looking forward to when you are 21 years old?

Dealing With Loss

How does it feel to lose something?
How does it feel to say goodbye to someone or something for a long time?
Can we stay in touch with someone? How?

Being Supportive

What positive things can we say to someone about something they have done?
Why is it good to help someone?
What is a good way to help someone if they are finding something difficult?

Key vocabulary

supportive loss change
nipples food feelings
help forward growing
penis care goodbye
learning safe upset
vulva

vagina scrotum anus
breast breastfeeding

I can ...

I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.

I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).

I can give examples of how to give feedback to someone.

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Year 3 - Growing and Changing

Key questions

Relationships

Can a relationship be positive? How?

How can a relationship be negative?

What can someone do to make a friendship healthy?

Menstruation

What is menstruation?

What happens when the human egg is not fertilised?

Which parts of a woman's body are involved in menstruation?

Keeping Safe

What is someone's 'body space'?

When is it ok to go into someone's body space?

If someone wants another person to leave their body space, how can they ask them to leave?

If someone feels uncomfortable, who can they talk to?

Key vocabulary

angry penis relationships
body space touch assertive vagina
jealous womb
period/menstruation pad trust lining
respect breasts uncomfortable
caring genitals upset egg healthy
puberty testicles

scrotum vulva nipples

I can ...

I can name a few things that make a positive relationship and some things that make a negative relationship.

I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.

I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

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Year 4 - Growing and Changing

Key questions

Body Changes During Puberty

What parts of the body are the same for girls and boys?

What parts of the body are different for girls and boys?

How do some parts of the body change during puberty?

Managing Difficult Feelings

What feelings might someone have during puberty?

Why might someone have difficult feelings during puberty?

What are good ways to compromise?

Relationships, Including Marriage

Why do some people choose to get married?

Who can get married and how old do they need to be?

Why do some people choose to have a civil ceremony?

Why do some people choose to live together?

Key vocabulary

breasts testicles womb choice civil partnership sperm enjoy penis hormones pubic hair periods marriage love puberty live together civil partnership uncomfortable feelings menstruation vagina vulva compromise share ovaries wet dreams

scrotum anus vaginal discharge involuntary/spontaneous erections

I can ...

I can label some parts of the body that only boys have and only girls have.

I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).

I can tell you why people might choose to get married.

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Year 5 - Growing and Changing

Key questions

Managing Difficult Feelings

Why do people have good and not so good feelings?

Is resilience the same as confidence?

Can someone develop confidence or resilience? How?

Does having resilience help people with their feelings?

Managing Change

What different changes can someone experience?

Does change cause strong emotions?

Does preparing for change help?

How might preparing for change help someone to cope with it? What might help someone cope with these strong emotions?

Getting Help

Does the body feel differently when someone may need help?

When might someone need help?

What advice would you give to someone who needs to get help?

What makes someone a trusted adult?

Key vocabulary

respect wellbeing trust
hormones mood swings
confidential confidence
resilience puberty crush
embarrassed menstruation
unwanted attention separation
unwanted touch period products

Penis testicles scrotum
nipples vulva vagina
clitoris labia

I can ...

I can explain what resilience is and how it can be developed.

I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).

I am able to identify when I need help and can identify trusted adults in my life who can help me.

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Year 6 - Growing and Changing

Key questions

Keeping Safe

What secrets can be kept private? Why?

Are there secrets that should be shared? Why?

Who should some secrets be shared with?

Body Image

What physical changes happen during puberty?

How might someone feel when their body changes?

Do emotional changes happen during puberty? Why?

How can a person feel better about their body changing?

Self-Esteem

What can affect the way someone feels about themself?

What can someone do or say to feel good about themself?

Do words affect someone as much as actions? How?

Key vocabulary

media manipulation puberty sexual intercourse discuss confidential online safety self esteem right to privacy age of consent stereotype peer pressure uncomfortable physical changes body image emotional changes in confidence sharing online

penis testicle scrotum nipples vagina FGM

I can ...

I can give an example of a secret that should be shared with a trusted adult.

I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.

I can give examples of other ways in which the way a person feels about themself can be affected (e.g. images of celebrities).

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As each one does their part, we grow in love

Ephesians 4 v16