ASKAM VILLAGE SCHOOL

P.H.S.E. (Personal, Social Health Education) and R.S.E. (Relationships and Sex Education) Policy 2nd version

Approved by		
Name:	**Mrs. Fiona Newton**	**Mr Dave Huddleston**
Position:	**Headteacher**	**Chair of Governors**
Signed:		
Date:	July 2024	
Proposed review date[2]:	July 2025	

1. Introduction

This policy was written by Mrs. Fiona Newton (PSHE Lead) and developed in consultation with parents, teachers and other school staff, governors and the pupils at Askam Village 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.

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. From September 2021 schools must cover everything outlined in **statutory 'RSHE' guidance**.

Health Education is also statutory in all schools.

We at Askam Village 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.

2. Availability

The policy is available to parents/carers from the school website or from the school office.

3. Policy Aims and Objectives

'Everybody Matters, Every Moment Counts'

At Askam Village School the overarching aims for our pupils are in our school mission statement below.

The school mission

- To provide the highest quality of education, and for all pupils to be challenged and motivated to achieve their highest standards in all aspects of learning, and personal/social development.
- To enable pupils to maximise their potential and to provide the opportunity to develop into a well-rounded individual.
- To provide good role models which equip children with the skills needed to become good citizens and positive members of the school and wider communities.
- To develop and encourage skills required to become independent thinkers.
- To behave in a way that is respectful towards others and be responsible for their own behaviour, respecting the right of others to learn.

We believe that to be effective Relationships Education is best taught within the broader PSHE curriculum. RSE enhances and is enhanced by learning related to topics including anti-bullying, keeping safe on and off line, keeping physically and mentally healthy, learning about drugs, alcohol and tobacco, the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

And our PSHE/RSE policy aims to fulfill this as well as:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- To allow pupils to acknowledge and appreciate difference and diversity.
- To understand the importance and maintenance of good physical health and mental wellbeing – including managing their emotions and staying safe on-line.
- To promote safety in forming and maintaining healthy relationships.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their body.

4. Creating a Safe and Supportive Learning Environment:

Because PSHE education works within pupils' real-life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this. If there are any safeguarding concerns raised school will follow the usual safeguarding procedure as in the Child Protection policy.

5. Entitlement and Equality of Opportunity:

Teaching will take into account the age, ability, readiness, diversity and SEND of the children and ensure that all can access PSHE education provision.

Full PSHE education provision will be made accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science. (Maintained schools are required to teach the national curriculum for science). At key stages 1 and 2 and this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.)

6. Intended Outcomes

Following teaching of the PSHE/RSE curriculum it is anticipated that pupils - through active learning (as opposed to passively receiving information) and of a comprehensive, balanced and relevant body of factual information, will be able to make informed present and future choices based on the overarching aims. See appendices.

7. Learning and Teaching

a. Principles and Methodology

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

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

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

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

b. Planning

At Askam Village School we have adopted SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices[1]. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

Through adopting the SCARF scheme of work to teach PSHE, the key concepts and skills have been identified and organised down into six half-termly units and broken down into year group objectives. We have made some amendments to the scheme to personalize to our school and these can be found in the appendices.

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

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

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

[1] SCARF long term planning document https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage[2] as well an overview of our Science programmes of study[3].

The Early Years Foundation Stage

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

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

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

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

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

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived (see school nurse information in appendix 4). This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

[2] SCARF medium term planning documents https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning

[3] *Relationships and Sex Education can also be found within National Curriculum Science*

We have invited Donna Moore, one of the Public Health nurses for the local area, to come and deliver specific sessions to Year 5 in relation to puberty and Year 6 in relation to sex education. Further information can be found in the appendices. School staff are also present during these lessons.

c. Timetabling

At Askam Village School we may have planned enrichment days to develop and extend our school's planned PSHE/RSE programme.

PSHE lessons are taught by their class teacher on average 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 also use resources from NSPCC and visitors from SCARF to enhance our curriculum for PSHE.

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

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

We allocate between 30 and 45 minutes per week to PSHE education at KS1 and which will not necessarily occur as a single lesson, this is an average.

d. Assessment

For each unit of work we consider a range of 'I can' statements used in the SCARF scheme of work, they summarise children's learning against the unit's key learning outcomes.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead including conversations with the children. 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.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified.

e. Responsibility and Staff Training

The PSHE/RSE leader will oversee its implementation and monitor its impact and also and for manage requests to withdraw pupils from components of RSE (ie aspects of sex education which are not part of the Science curriculum.)

Class Teachers are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Monitoring progress
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory /non science curriculum components of PSHE and RSE.

- School Nurse/other health professional will deliver aspects of the RSE curriculum.

Training will be provided for staff from our school nurse as well as other visitors.

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

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

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. 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 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 5% of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

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

f. Confidentiality

Due to the nature of PSHE/RSE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

If a pupil makes a disclosure staff will follow safeguarding procedures by informing the DSL or deputies.

g. Responding to pupil questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions.

If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')

Teachers should feel able to work with colleagues if necessary to construct an appropriate answer.

It is good practice to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

h. Links to other curriculum policies

The PSHE/RSE policy and learning may link to parts of the following policies:

- Child protection/safeguarding
- Extremism
- Bullying
- Online safety
- Drug education and the management of drug-related incidents

i. Involving parents and carers

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 Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

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

We are committed to working with parents and carers. We will (on the school website) share medium and Long Term PSHE/ SRE plans with parents as well as the PSHE/RSE policy. We will also answer any questions that parents may have regarding PSHE/RSE as taught in school. We feel that children will benefit from being given consistent messages regarding PSHE/RSE between home and school.

In accordance with current legislation, we will communicate to parents about their right to withdraw their children from aspects of RSE which do not form part of the science national curriculum.

10. Dissemination of this Policy

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

Should further information about PSHE education be required, please contact the PSHE education lead Mrs. Fiona Newton.

The delivery of PSHE/RSE will be monitored by Mrs. Fiona Newton (PSHE/RSE coordinator and Headteacher):

Lesson observations, learning walks, feedback from staff and children.

This policy should be read in conjunction with the following:

- Overarching Safeguarding Policy
- Child Protection Policy
- Anti-bullying policy
- Equality Policy
- DfE ‘Keeping children safe in education’ (2023)

Appendix 1 - DfE Statutory Guidance Categories: Relationships Education (Primary) 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.

Appendix 2 Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	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
Y1	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
Y2	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
Y3	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
Y4	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
Y5	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 Body changes during puberty*
Y6	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 3

Nursery		
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: ● Recognise that we are unique; ● Describe different feelings and use this skill to manage relationships; ● Understand that some families are different from theirs, but these families also love and care for one another.		
N/A	Marvellous me!	● Share their likes and dislikes with their friends and adults in their classroom; ● Name the different features of their face and parts of their body; ● Use their senses to explore the world around them.
N/A	I'm special	● Speak positively about themselves; ● Name different feelings and possible causes; ● Name some key adults who can help them when feeling sad/worried/scared.
N/A	People who are special to me	● Talk about their families and special people; ● Name those who care for them and keep them safe; ● Describe the different types of homes.
	Valuing Difference	
Overarching learning intentions across this unit: Children will be able to: ● Recognise that there are differences and similarities between themselves; ● Celebrate their friends and include them; ● Understand people have different cultures and religions.		

Nursery		
	Me and my friends	• Talk about the similarities and differences amongst their peers; • Talk about the things they and their friends are good at; • Spot similarities and differences in nature.
	Friends and family	• Understand that having differences between us is a good thing; • Notice and talk about differences in nature; • Recognise the differences within and amongst families.
	Including everyone	• Explore and use different materials; • Show kindness by including their friends; • Talk about how to help those who are in need.
	Keeping Safe	
Overarching learning intentions across this unit: Children will be able to: • Explain what they should do if they feel unsafe; • Recognise potential dangers and how to stay safe, inside and outside; • Learn the importance of keeping safe around medicines and unknown products.		
	People who help me and keep me safe	• Name key relatives/care givers at home and those who care for them in their education settings; • Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do; • Talk about what makes them feel safe.
	Safety indoors and outdoors	• Name potential dangers, both inside and outside, and how to avoid getting hurt; • Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules; • Talk about how to keep their bodies safe.
	What's safe to go into my body	• Know which products in the home are to be used only by adults; • Sort items according to their use and purpose; • Explain who can give medicine to children and why.

Nursery		
	Rights and Respect	
Overarching learning intentions across this unit: Children will be able to: ● Learn about taking ownership of their own health; ● Describe ways in which they can help others and why they would do so; ● Take care of their home, their learning environment and the natural environment.		
	Looking after myself	● Talk about how healthy food and keeping clean can help our bodies; ● Name some healthy foods; ● Try new experiences.
	Looking after others	● Name some activities that they can do to help out at home; ● Talk about how they can look after other members of their family; ● Talk about how they can look after their friends.
	Looking after my environment	● Show care and respect for their home and learning environments; ● Talk about what is special within the natural world; ● Name some ways in which they can help their world.
	Being My Best	
Overarching learning intentions across this unit: Children will be able to: ● Talk about healthy choices and activities; ● Develop resilience and persistence in their learning; ● Working cooperatively with others when faced with a challenge.		
	What does my body need?	● Name what their bodies need for energy (food, water, exercise, sleep); ● Describe how they feel when they don't have enough food, water, exercise or sleep; ● Make healthy choices independently, in their home or education setting.

Nursery		
	I can keep trying	• Explain how people might feel if they find something hard; • Suggest ways to encourage others to keep going; • Have a go at challenging themselves.
	I can do it!	• Develop skills in planning, reviewing applying a trial and error approach; • Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone; • Communicate with others by sharing with and listening to each other's ideas.
	Growing and Changing	
Overarching learning intentions across this unit: Children will be able to: • Talk about change in the environment; • Describe the changes in babies, young animals and plants as they grow; • Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.		
	Growing and changing in nature	• Describe seasonal changes; • Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot; • Describe the life cycle of an animal.
	When I was a baby	• Talk about how babies change as they grow; • Explain what babies need and how this changes as they grow; • Share their own experiences and listen to those of the others.
	Girls, boys and families	• Talk about the similarities and differences between the males and females; • Begin to play inclusively with their friends, regardless of their sex (if not already doing so); • Think differently and more openly about what a family may look like.

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

Reception		
		• 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. •

Reception		
	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. ●

Reception		
	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	

Reception		
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;

Reception		
		• 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 **SEE APPENDIX 6**	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.

Reception		
BS2, BS3, BS7, RR7, RR8	Me and my body - girls and boys	• Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.

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

YEAR 1		
		• 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? We also use NSPCC resources, see appendix 5	• 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 1		
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.

YEAR 1		
	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.

YEAR 1		
	Growing and Changing	
PHF1, PHF3, HP3, HP4	Healthy me	• Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle.
CAB1	Then and now	• Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages.
FPC2, CAB1	Taking care of a baby	• Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help? (2)	• Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation.
FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8	Surprises and secrets	• Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
BS3, BS7	Keeping privates private	• Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts.

YEAR 2		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2	Our ideal classroom (1)	• Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions.
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'

YEAR 2		
		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.

YEAR 2		
	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

YEAR 2		
		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)	Harold goes camping (OPTIONAL)	• 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment?	• Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment.
	Being My Best	
Wider PSHE curriculum (not covered by	You can do it!	• Explain the stages of the learning line showing an understanding of

YEAR 2		
DfE statutory requirements)		the learning process; • Suggest phrases and words of encouragement to give someone who is learning something new; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
MW3, PHF2, HE1	My day	• Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
HP5, HP6	Harold's postcard - helping us to keep clean and healthy	• Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses.
HP4	Harold's bathroom	• Explain the importance of good dental hygiene; • Describe simple dental hygiene routines.
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood.
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.
BFA1, BFA2	Basic first aid	• See link to external resources for further information.
	Growing and Changing	
CF3	A helping hand	• Demonstrate simple ways of giving positive feedback to others.
MW2	Sam moves house	• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.

YEAR 2		
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~~ **~~SEE APPENDIX 7~~**	~~My body, your body~~ Use of NSPCC resources	• ~~Identify which parts of our body are private;~~ • ~~Explain that our genitals help us make babies when we are older;~~ • ~~Understand that we mostly have the same body parts but how they look is different from person to person.~~
BS2	Respecting privacy	• Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information.
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	• Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

YEAR 3		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
ISH4	As a rule	• Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules.
FPC2, CF1, CF2	Looking after our special people	• Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people.
CF3, CF4, RR1	How can we solve this problem?	• Rehearse and demonstrate simple strategies for resolving given conflict situations.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge (OPTIONAL)	• Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success.
CF1, CF2, 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.

YEAR 3		
MW2, MW3, MW4	My special pet (OPTIONAL)	• 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.
	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.

YEAR 3		
	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.
OR5, BS1, BS6, ISH2, ISH6	Raisin Challenge (1) (OPTIONAL)	• Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions.
	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.

YEAR 3		
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.
	Let's have a tidy up (OPTIONAL)	
	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.

YEAR 3		
HP5, HP6	Poorly Harold	• Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	• Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); • Describe how food, water and air get into the body and blood.
RR1, RR2, RR3	For or against?	• Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different viewpoints; • Make recommendations, based on their research.
OR1	I am fantastic!	• Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	• Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Getting on with your nerves! (OPTIONAL)	• 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	
CF1, CF2, CF5, OR2	Relationship Tree	• Identify different types of relationships; • Recognise who they have positive healthy relationships with.

YEAR 3		
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~~	~~My changing body~~ MOVED TO YEAR 5 – SCHOOL NURSE	• ~~—~~
BFA1, BFA2	Basic first aid	•

YEAR 4		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2	Human machines	• Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration.
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, MW3, HE3	Ok or not ok? (1)	• Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others.
CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, MW3, HE3	Ok or not ok? (2)	• Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend.
CF2, CF3, MW3, MW6, MW7	An email from Harold!	• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings.
MW1, MW2, MW3, MW4	Different feelings	• Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state.
MW3, MW4	When feelings change (OPTIONAL)	• Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information.
RR1, RR6, MW8, ISH5	Under pressure	• 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.

YEAR 4		
	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;

YEAR 4		
		• 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).
OR3, OR5, ISH3	Traffic lights (OPTIONAL)	• Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology.
	Rights and respect	
PHF4	Who helps us stay healthy and safe?	• Explain how different people in the school and local community help

YEAR 4		
		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)	Harold's expenses (OPTIONAL)	● Define the terms 'income' and 'expenditure'; ● List some of the items and services of expenditure in the school and in the home; ● Prioritise items of expenditure in the home from most essential to least essential.
Wider PSHE curriculum (not	Why pay taxes?	● Explain what is meant by the terms 'income tax', 'National Insurance' and

YEAR 4		
covered by DfE statutory requirements)		'VAT'; ● Understand how a payslip is laid out showing both pay and deductions; ● Prioritise public services from most essential to least essential.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Logo quiz (OPTIONAL)	● 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	
RR1, RR2, RR4	What makes me ME! (formerly Diversity World)	● Identify ways in which everyone is unique; ● Appreciate their own uniqueness; ● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
CF2, RR1, OR4	Making choices	● Give examples of choices they make for themselves and choices others make for them; ● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
PHF1, PHF2, HE1, HE2, HE3, HP3, ISH2, ISH3	SCARF hotel (formerly Diversity World Hotel)	● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; ● Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's Seven Rs	● Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); ● Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (1)	● Define what is meant by the word 'community'; ● Suggest ways in which different people support the school community; ● Identify qualities and attributes of people who support the school community.
BFA1, BFA2	Basic first aid	● See link to external resources for further information

YEAR 4		
	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~~ MOVED TO YEAR 5	~~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.~~
~~CAB1, CAB2~~ MOVED TO YEAR 5	~~Preparing for changes at puberty (formerly Period positive)~~	• ~~Recognise that babies come from the joining of an egg and sperm;~~ • ~~Explain what happens when an egg doesn't meet a sperm;~~ • ~~Understand that periods are a normal part of puberty for girls;~~ • ~~Identify some of the ways they can cope better with periods.~~
RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3	Secret or surprise?	• 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.

YEAR 5		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	• Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively.
CF2, CF3	Give and take	• Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations.
OR2, OR3, MW8	Communication (OPTIONAL)	• 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.
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,	Qualities of friendship	• Define some key qualities of friendship;

YEAR 5		
RR3, RR4, RR5		• 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.
CF1, CF2, CF3, CF5	It could happen to anyone (OPTIONAL)	• 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.

YEAR 5		
	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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jay's dilemma (OPTIONAL)	• Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision; • Describe some of the possible outcomes of taking a risk.
	Vaping: healthy or unhealthy?	
BS1	Would you risk it?	• Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
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;

YEAR 5		
		• Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
ISH6, DAT1	Smoking: what is normal? (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.

YEAR 5		
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	It all adds up!	• Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Different skills	• Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements.
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (2)	• State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community.
BS1	Independence and responsibility	• Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people.
ISH4	Star qualities	• Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have.
BFA1, BFA2	Basic first aid, including Sepsis Awareness	• See link to external resources for further information
DAT1	Getting fit (ARCHIVED)	• 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

YEAR 5		
		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 **SEE SCHOOL NURSE INFORMATION**	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 **SEE SCHOOL NURSE INFORMATION**	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.
• Units taken from a prior year group – see below		
BS7, CAB1 **SEE SCHOOL NURSE INFORMATION**	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.
CAB1, CAB2	Preparing for changes at puberty	• Recognise that babies come from the joining of an egg and sperm;

YEAR 5		
SEE SCHOOL NURSE INFORMATION	(formerly Period positive)	• 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 6		
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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's negotiate (OPTIONAL)	• Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task.
CF2, CF3, CF4, CF5	Solve the friendship problem	• 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.
FPC1, FPC2, CF1, CF2, CF3, MW1, MW2, MW3, MW4, CAB1	Dan's day (OPTIONAL)	• Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others.
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.

YEAR 6		
FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7	Don't force me	• Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree.
RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8	Acting appropriately	• Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal.
	Valuing Difference	
CF2, RR1, RR6, BS1, MW3	Ok to be different	• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers.
RR1, RR5, RR6, OR2	We have more in common than not	• Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied.
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).

YEAR 6		
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.
RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7	It's a puzzle (OPTIONAL)	• Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology.
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.

YEAR 6		
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.
CF2, CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3, BS4, BS6, BS7	Joe's story (part 1) (OPTIONAL)	• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met.
FPC1, CF1, CF2, CF3, CF4, RR5, OR1	Joe's story (part 2) (OPTIONAL)	• Understand that with independence comes responsibility • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional needs met.
	Rights and 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	Jobs and taxes (OPTIONAL)	• Recognise and explain that different jobs have different levels of pay

YEAR 6		
DfE statutory requirements)		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)	Project Pitch (parts 1 & 2) (OPTIONAL)	● That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; ● Continue to develop the skills to exercise these responsibilities.
Wider PSHE curriculum (not covered by DfE statutory requirements)	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.
	Community art (OPTIONAL)	
	Being My Best	
Wider PSHE curriculum (not covered by	This will be your life!	● Identify aspirational goals;

YEAR 6		
DfE statutory requirements)		• Describe the actions needed to set and achieve these.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Our recommendations	• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, 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 resources for further information
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	Five Ways to Wellbeing project	• Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
	Growing and Changing	
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	I look great!	• Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks.
RR1, RR4, RR7, OR1, ISH2, ISH5	Media manipulation	• Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.

YEAR 6		
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 **SEE SCHOOL NURSE INFORMATION**	Is this normal?	• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • ~~Understand what FGM is and that it is an illegal practice in this country;~~ • 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 **SEE SCHOOL NURSE INFORMATION**	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.
~~HP5~~	~~What is HIV? (OPTIONAL)~~	• ~~Explain how HIV affects the body's immune system;~~ • ~~Understand that HIV is difficult to transmit;~~ • ~~Know how a person can protect themselves from HIV.~~

Appendix 4

2024

Dear Parents

Years 5 & 6 'Growing and Changing' & 'Reproduction'

It is a requirement of the National Curriculum that Health ,Relationship and Sex Education (HRSE) is taught to children. In order to fulfil this Donna Moore, a Specialist Health Educator, is coming into school on ***……*** **at 9.00am** to talk with both year 5 and 6.

Firstly, there will be a session 9-10.30am with year 5 and 6 about growing and changing during puberty. The aim of the session is to help and support your children through the physical, emotional and moral development that will happen to all of them.

The pupils complete an activity to identify the physical and emotional changes during puberty this will include menstruation and nocturnal emissions, which is then followed up by discussion.

The children will watch a puberty video. this is the link for the video that gets shown to please note that Donna has shortened the video to remove the initial introduction. https://www.youtube.com/watch?v=Bw1N06PKhu4

The DVD discusses all the body changes that have been discussed during the session. any issues that arise are dealt with sensitively.

The talk and DVD is normally followed up with a leaflet that the pupils will bring home for you to look at and discuss with them should you wish to do so.

After break there will be a session just for year 6's on 'how babies are made and how babies are born''.

The focus of the session is learning about loving adult relationships, the session will cover what happens during sexual intercourse, the process of conception, the developing foetus in the womb and birth. The children have an opportunity to share things they know about their birth so if any of the children would like to bring in a baby photo then Donna would love to see them.

Donna has a few short video clips that get shown during the session, 2 of them are not now available on the internet so please ask school if you would like to view them.

Two of the videos can be found on You Tube:
The computer animation of the baby coming down the birth canal.
https://www.youtube.com/watch?v=duPxBXN4qMg

And further video of conception to birth is here https://www.youtube.com/watch?v=SK72Iu8TbF4

Any issues that arise are dealt with sensitively, we have arranged with Donna that her contact details are available from school if anyone would like to talk her about the content of the lesson or watch the video clips shown.

Should you not wish your child to take part in this lesson, please will you inform either myself or Mr. Many thanks.

Yours sincerely

Mr/Mrs (Class Teacher)

Appendiix 5 – NSPCC resources



PANTS resources – for teaching when private parts are private

[PANTS resources for schools and teachers | NSPCC Learning]



Link to assembly for children age 5-7 years (Reception to Year 2)

[Speak out Stay safe: 5-7 years English Delivery, English captions (youtube.com)]

[Speak out Stay safe assembly Lesson plan 5-7 (nspcc.org.uk)]

Link to assembly for children age 7-11 years (Year 3 to 6)

[Speak out Stay safe assembly lesson plan 7-11 (nspcc.org.uk)]

https://www.youtube.com/watch?v=HRSJ0U3xWM4&feature=youtu.be



Appendix 6

Reception – Growing and Changing Lesson 4

Where do babies come from?

Year: R

Subjects and Issues

FamilyReproductionLGBT+Sexual orientation

About the Growing and Changing Unit

This unit provides the initial building blocks for learning about reproduction in plants and animals, including humans. Please review the material to decide whether it's appropriate for the needs of your children. If you don't have nursery-age children in your school you can also draw on the SCARF nursery plans for Growing and Changing for extra/different foundational material.

NB: this plan includes discussions and activities about different types of families. It's recommended that in advance of teaching about this you speak to the parents of children who are in a same-sex relationship family. They may want to be consulted about what the children are learning.

Introduction - whole class

Read a book about babies, such as *There's a House Inside my Mummy** by Giles Andrae and Vanessa Cabban or *And Tango Makes Three* by Peter Parnell and Justin Richardson with its theme of caring and the role of family, rather than just the science aspects of human reproduction.

(***** If reading this book, you can also play spot the little giraffe - a mini Harold - which appears on several pages.)

Then ask the questions:

- Where do babies come from? [A mummy/woman's tummy/womb- as a school decides on the right language to use with your pupils in line with your RSE policy. You could explain that the womb is the name given to a special place between a woman's hips where the baby grows]
- What do they do in the woman's womb? [grow/move/feed]
- When do they come out? [Usually after nine months when they are able to survive outside the womb. Babies born before then need lots of looking after by nurses and doctors.]
- What do they need when they are out? [milk/warmth/clothes/cuddles/love]
- ~~How did they get there? [A type of seed, called an egg from a woman and a type of seed, called a sperm, from a man. A school decides on the right language to use with your pupils in line with your RSE policy.]~~

So now we know that babies come from a woman's tummy/womb.

~~Sometimes the baby comes from its birth mummy and daddy, as in this case (described above).~~

~~Sometimes another person is their mummy or daddy or special person. Some people might say they have a tummy mummy and then a mummy and/or daddy who will be their parent/s who will bring them up. This is called adoption or surrogacy; it's one of the many reasons why sometimes children look like their parents and sometimes they don't.~~

Adult-guided activities (individual or small groups)

Activity 1 - Matching pairs

Using the pairs cards, (see Resources needed area) children can work in pairs or small groups to match up the baby animal with its adult equivalent. Cards can be laminated and put into Continuous Provision when each group has had a turn matching them.

Talk with the children about how we know they match (they look the same).

What about tadpoles and butterflies? (Sometimes a baby doesn't look the same as its parents.)

This can lead to a discussion about how some children are created using donated sperm/egg or are adopted, but that doesn't mean that the families love them any less.

Families are people who provide us with love. That means they care for us and keep us safe.

Activity 2 - Family books

Children can make their own books based on the books listed below (e.g. Todd Parr). They can draw pictures of different types of families or pictures of their own families.

If appropriate, children could bring in pictures of their families to talk about/have on display. Compare the differences and similarities.

Enhancements for continuous provision

Reading corner, books on reproduction and families:

- *Mummy Laid an Egg* by B Cole
- *And Tango Makes Three* by J Richardson and P Parnell
- *There is a House Inside my Mummy* by G Andreae and V Cabban
- *The Nanny Goat's Kid* by J Willis
- *The Family Book* by Todd Parr (this book includes examples of adoption, one-parent families and same-sex parents).

SCARF schools - your suggestions

"We plan to invite a midwife to talk about their job, which also links to career aspirations (something we are keen to encourage at this school). It may also be possible to bring a scan and video of a baby in the womb so that children can hear and see a heartbeat."

Talking points

The matching activity (Activity 1) is a great resource for the children to use independently. This could be placed on a table or mat in any area of the classroom. Alternatively, you could hide the pictures of the babies in your outside area so that they can be reunited with their mother (in a similar way to Monkey Puzzle by Julia Donaldson).

Appendix 7

Year 2 – Lesson 4 Growing and Changing

My body, your body

Year: Y2

Subjects and Issues

Body partsBody ImageSafeguardingSafetyScienceConsentRelationships educationPrivacyReproductionKeeping safeRelationshipsLife cyclesUnwanted touchInappropriate touchSexNational Curriculum science - relationships elements
Teacher guidance: ideally to be taught at some point after the lesson 'What does my body do?'

Introduction

Ask the children what they remember from the lesson "What does my body do?" if this has been covered already. (May name different body parts and be able to tell you what some of them do).

Explain that today we are going to look again at some parts of our body that are on the outside.

Activity 1 - Name the body parts

Ask for two volunteers who are happy to be drawn around. Ask them to lie down on the paper. Draw around their bodies, therefore creating two outlines.

Explain that one body will be for a boy and the other for a girl. Can they name them giving them invented names that are different from those in the class?

Next, stick these up at the front of the class where everyone can see them.

Now ask: ***which parts of the body might we see when someone is wearing their school uniform?*** (take into account cultural considerations if someone is wearing a Hijab or similar head covering).

Make sure you cover: **fingers, head, ears, arms.** Label these on the body outlines by asking a child one at a time to come to the front of the class and point-out where they are.

Next ask: ***what parts of the body might we see if someone was wearing a swimming costume/shorts?*** (again taking into account some people choose to wear a full body swimsuit).

May sure to cover: knees, tummy, belly button (navel), nipples (for boys), and feet. Label these on the body outlines, as before.

Now ask: ***what parts of the body might we see if the person was having a bath or shower?***

Suggestions should include **penis, vulva, and testicles, nipples (for girls - previously covered up by swimming costume)**. Explain that these can be sometimes known as our privates or our genitals. Ask the class to point out where these are on the bodies and on which one. (See Puberty Glossary in Resources needed area for further information.)

Next, ask the class: ***which parts of the body do boys and girls have that are the same?***

Now ask: ***which parts do they have that are different?***

Explain that these parts of our body are private and no one has a right to touch them or look at them, that they belong to you. (This can be linked to the 'I don't like that' lesson plan).

Teacher guidance: you may find it useful to have some responses ready if the children ask some tricky questions during this lesson, or you may choose to raise these questions as part of the lesson. For example:

~~*Why do boys have a penis and girls have a vulva?* They are to help release urine (wee) from the body and, if a person wants to, create a baby when older.~~

~~*What do boys (and men) have testicles for?* When boys are older, the testicles can make and store the sperm (seed) that helps make a baby, if they choose to do this when a grown up.~~

~~*Where do girls (and women) store their seeds/eggs?* They have something similar called ovaries which store the eggs, but they are kept inside her body between the hips above the womb.~~

~~*Why do boys have nipples?* For the first six weeks of pregnancy an embryo (the beginnings of a baby) develops the same parts of the body and this includes nipples. Then the bodies start to change depending on whether the embryo will be male or female and this is why the genitals are different for boys and girls. Girls have nipples so that when they are grown up, if they choose to have a baby then they can breastfeed their baby.~~

Activity 2 - My body, your body

Now, with the children working individually or in pairs, distribute the *My body, your body,* Activity sheet.

This can be completed in one of the following ways:

1. Ask the children to draw a line from each of the body part names listed to the correct part of each of the two bodies (the girl and the boy) on the sheet. This will mean that most of the names will have two lines coming from them, each pointing to the boy or the girl. The exceptions to this are the penis, testicles and vulva.
2. Children draw the lines matching body names and parts (as in 1 above) and then write the correct name next to the body part, using the words in the centre of the page as a guide.
3. If they want to and time allows, children can add eyes, nose, mouth and hair.

Ask the class if they noticed anything that was different about the two bodies. Reinforce that the only differences between boys' and girls' bodies are their genitals/private parts.

Summing up

Explain that our bodies are ***unique*** and special. This means being the only one of its kind; unlike anything or anyone else.

Every person is unique. Even twins, who may look very similar, have some slight differences. They also think, feel and behave differently. How we think, feel and behave is what we call our ***personality***. We each have a unique personality.

Explain that in this case, unique means that although we mostly have the same body parts, how each of us looks is unique (even if only slightly) and no-one's body will look exactly the same as ours, now or in the future.

You may wish to finish off the lesson by having a circle activity where each person takes a turn to say something that makes them different from the person next to them, and something that is very similar to the person next to them.

The theme of being unique can be extended over the coming days, with different circle rounds to highlight different ways in which we are the same or different from others.

Extension (optional)

Children could think about some of the places that give them privacy, where they might be undressed but where no one can see their private parts, except maybe their family members or people who help them at home. Examples could include: toilet, bathroom, bedroom, swimming pool changing cubicle etc.