Relationship, Sex and Health Policy

Date Approved by the school: 28 April 2026

Review Date: Spring 2027

Signed Head Teacher: Julie Eyres Date: April 2026

Chair Governing Body: Sarah Roth Date: April 2026

Growing as a learning community through Joshua 1:9, we endeavour to seek what is good, treasure what is true, do what is right. Rooted in our Christian understanding of who we are before God, we strive to be fearless advocates of this, dedicated to service and the flourishing of peace.

1. Vision and Christian Ethos

Monken Hadley is a caring community committed to Christian values. Our school is based on the love of learning, social justice, inclusion and responsibility. In line with our school vision we seek what is good, treasure what is true and do what is right. As advocates of this, we focus on the importance of relationships, inclusion and social justice. We seek to promote the qualities and character needed to sustain healthy relationships, based on truth and that honour each other whether within a friendship, family relationship or romantic relationship. Each child is a unique creation of God, who loves diversity and everyone he creates. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles and the love of learning what is true, which both respects the human body and seeks to ensure health and well-being.

At Monken Hadley we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationship education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils within the context of our vision statement. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

2. Aims of RSHE

Our RSHE curriculum aims to:

- Provide a broad, balanced and inclusive education that supports pupils' spiritual, moral, social and cultural development.
- Teach the characteristics of healthy, respectful relationships, including the importance of commitment, marriage and family life.
- Prepare children for healthy relationships in an online world, including recognising risks and staying safe.
- Equip pupils with the knowledge and vocabulary to understand their bodies, personal boundaries and how to report concerns.
- Promote positive mental health, emotional literacy and resilience.
- Teach pupils to respect difference, challenge harmful stereotypes and value diversity.
- Foster a positive culture around relationships, sexuality and personal identity, rooted in Christian principles of love, dignity and respect.
- Ensure pupils understand how to "love your neighbour" even when we disagree.

3. Statutory Requirements (2026)

As a maintained primary school, we must teach **Relationships Education** and **Health Education** to all pupils under the Children and Social Work Act 2017.

We must also teach the **statutory science curriculum**, which includes the biological elements of human reproduction.

We follow the 2026 DfE statutory guidance, including:

- Relationships Education
- Health Education
- Online Safety (expanded 2026 requirements)
- Personal Safety (new 2026 category)
- Mental Health and Emotional Wellbeing (strengthened 2026 content)
- Change, Loss and Bereavement (new 2026 requirement)

We also comply with:

- Sections 404–407 of the Education Act 1996
- Equality Act 2010
- Public Sector Equality Duty (PSED)
- Safeguarding duties under *Keeping Children Safe in Education*

4. Definition of RSHE

RSHE is the lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about:

- Relationships
- Personal identity
- Physical and emotional health
- Personal safety
- Online behaviour
- Puberty and human development
- Diversity and respect

RSHE is **not** the promotion of sexual activity.

5. Curriculum Overview

Our curriculum is set out in **Appendix 1** and is:

- Age-appropriate
- Developmentally sequenced
- Inclusive of SEND needs
- Adapted to reflect the lived experiences of our pupils
- Evidence-based and aligned with statutory guidance

If pupils ask questions outside the scope of the curriculum, staff will respond sensitively and factually to prevent misinformation. Parents may request to view all teaching materials.

6. Delivery of RSHE

RSHE is taught through:

- PSHE lessons
- Science
- RE
- Computing (online safety)
- Assemblies and collective worship
- Targeted small-group sessions where appropriate

Teaching will ensure:

- Core knowledge is broken into manageable units
- Learning is sequenced and revisited
- Pupils have opportunities to practise skills and apply knowledge
- All pupils feel safe, respected and able to ask questions

6.1 Relationships Education includes:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Bullying and stereotypes
- Boundaries and consent
- Online relationships
- How to seek help

6.2 Health Education includes:

- Mental wellbeing
- Healthy lifestyles
- Physical health
- Puberty and body changes
- Personal hygiene
- Sleep, rest and physical activity
- Change, loss and bereavement (2026 requirement)

6.3 Online Safety

Pupils learn about:

- Online behaviour and respectful communication
- Age restrictions on platforms
- Online risks, including grooming, scams and financial harms
- Privacy, data, location settings and digital footprints
- Critical evaluation of online content
- The permanence of online information

6.4 Personal Safety (new 2026 statutory category)

Pupils learn:

- Water safety
- Road and railway safety
- Fire safety
- Recognising risk in public spaces
- How to report concerns

6.5 Sex Education (non-statutory)

In Year 6 we teach:

- How a baby is conceived and born
- Puberty and the emotional and physical changes of adolescence

Correct anatomical terminology is used throughout the school to support safeguarding. Parents may withdraw their child from **non-statutory** sex education.

7. Inclusivity and Christian Distinctiveness

We teach RSHE in a way that:

- Reflects Christian values of dignity, compassion and respect
- Recognises diverse family structures
- Avoids stigmatisation
- Challenges harmful stereotypes
- Ensures all pupils feel seen, safe and valued

Gender Identity (DfE 2026 clarification)

The school does **not** teach gender identity as an ideology. Where relevant, we teach:

- Biological sex
- Respect for all people
- The importance of kindness and dignity
- How to seek help if confused or distressed

8. Use of Resources

All resources:

- Are age-appropriate
- Are evidence-based
- Support statutory content
- Are reviewed by staff before use
- Are shared with parents on request

9. Roles and Responsibilities

9.1 Governing Body

- Approves the policy
- Ensures statutory compliance
- Holds the headteacher to account

9.2 Headteacher

- Ensures consistent delivery
- Oversees staff training
- Manages withdrawal requests
- Ensures resources are shared with parents

9.3 Staff

- Deliver RSHE sensitively and inclusively
- Model positive attitudes
- Respond to pupils' needs
- Report safeguarding concerns immediately

9.4 Pupils

- Engage respectfully
- Treat others with kindness

10. Parents' Right to Withdraw

Parents **cannot** withdraw their child from Relationships Education or statutory science.

Parents **may** withdraw their child from **non-statutory sex education** in Year 6.

Requests must be made in writing using the form in **Appendix 3**.

Alternative work will be provided.

11. Staff Training

Staff receive training through:

- Induction
- Annual CPD
- External specialists (e.g., school nurses)

12. Monitoring and Review

- The headteacher monitors delivery
- Teachers assess pupils' development
- Governors review the policy annually

Appendix 1: Curriculum map

Relationships and sex education curriculum map (Highlighted yellow are the new changes 2026)

Year/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 & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & 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 & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online

Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem

MEDIUM TERM UNITS OF WORK PER YEAR GROUP

Reception	
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.	
All about me	● Talk about their own interests; ● Talk about their families; ● Talk about how they are the same or different to others.
What makes me special	● Share their favourite interests and objects; ● Talk about themselves positively; ● Listen to what others say and respond.

Me and my special people	● Talk about the important people in their lives; ● Understand that we have different special people; ● Name key people outside of families that care for them.
Who can help me?	● Talk about when they might feel unsafe or unhappy; ● Name the people who will help them; ● Notice when a friend is in need at school and help them.
My feelings	● Describe different emotions; ● Explore how we feel at certain times or events; ● Identify ways to change feelings and calm down.
My feelings (2)	● Identify events that can make a person feel sad; ● Suggest ways in which they can help a friend who is sad; ● Choose ways to help themselves when they feel sad.
Valuing Difference	

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.	
I'm special, you're special	● Describe their own positive attributes; ● Share their likes and dislikes; ● Listen to and respect the ideas of others.
Same and different	● Recognise the similarities and differences amongst their peers; ● Discuss why differences should be celebrated; ● Retell a story.
Same and different families	● Talk about their family, customs and traditions; ● Listen to others talk about their experiences; ● Compare their own experiences with those of others.
Same and different homes	● Recognise the similarities and differences between their home and those of others; ● Talk about what makes their home feel special and safe; ● Be sensitive towards others.

I am caring	● Suggest ways in which we can be kind towards others; ● Demonstrate skills in cooperation with others.
I am a friend	● Show friendly behaviour towards a peer; ● Build relationships with others.
Keeping Safe	
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.	
What's safe to go onto my body	● Name things that keep their bodies safe; ● Name things that keep their bodies clean and protected; ● Think about how to recognise things that might not be safe.
Keeping myself safe - what's safe to go into my body (including medicines)	● Make safe decisions about items they don't recognise; ● Talk about what our bodies need to stay well; ● Name the safe ways to store medicine and who can give it to children (adults).

Safe indoors and outdoors	● Name some hazards and ways to stay safe inside; ● Name some hazards and ways to stay safe outside; ● Show how to care for the safety of others.
Listening to my feelings ~~(1)~~	● Name the adults who they can ask for help from, and will keep them safe; ● Recognise the feelings they have when they are unsafe; ● Talk about keeping themselves safe, safe touches and consent.
Keeping safe online	● Share ideas about activities that are safe to do on electronic devices (including not to talk to any strangers online.); ● What to do and who to talk to if they feel unsafe online; ● Think about the healthy amount of time to spend on devices.
People who help to keep me safe	● Name the people in their lives who help to keep them safe; ● Name people in their community who help to keep them safe; ● Talk about ways to keep themselves safe in their environment.
Rights and Respect	

Overarching learning intentions across this unit:

Children will be able to:

- Understand that they can make a difference;
- Identify how they can care for their home, school and special people;
- Talk about similarities and differences between themselves;
- Demonstrate building relationships with friends.

Looking after my special people	● Name the special people in their lives; ● Understand that our special people can be different to those of others.
Looking after my friends	● Talk about why friends are important and how they help us; ● Identify ways to care for a friend in need; ● Identify ways to help others in their community.
Being helpful at home and caring for our classroom	● Identify ways in which they help at home; ● Recognise the importance of taking care of a shared environment; ● Name ways in which they can look after their learning environment.
Caring for our world	● Think about what makes the world special and beautiful; ● Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; ● Talk about what can happen to living things if the world is not cared for.
Looking after money (1): recognising, spending, using	● Recognise coins and other items relating to money; ● Identify the uses of money; ● Begin to understand that money can be kept safely in a bank as digital money. ● Recognise that adults can use devices like phones to pay for things. ● Think about the risks related to online gaming.

Looking after money (2): saving money and keeping it safe	● Talk about why it's important to keep money safe; ● Identify ways to save money; ● Talk about why we save money; ● Begin to understand that money can be kept safely in a bank as digital money; ● Recognise that adults can use devices like phones to pay for things.
Being My Best	
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.	
Bouncing back when things go wrong	● Share an experience where they haven't achieved their goal; ● Develop their confidence and resilience towards having a growth mindset; ● Name a strategy to overcome a hurdle.
Yes, I can!	● Share an experience where they haven't achieved their goal. ● Develop their confidence and resilience towards having a growth mindset. ● Name a strategy to overcome a hurdle.

Healthy eating	● Name and choose healthy foods and drink; ● Understand there are some foods that are a “just sometimes” food or drink (eating in moderation); ● Explain the jobs of different food groups.
My healthy mind	● Feel resilient and confident in their learning. ● Name and discuss different types of feelings and emotions. ● Learn and use strategies or skills in approaching challenges. ● Understand that they can make healthy choices. ● Name and recognise how healthy choices can keep us well.
Move your body	● Describe the changes in their body during exercise and what is happening to their body; ● Explain how exercise can help us stay well - physically and mentally; ● Name some ways to keep their body fit and well.
A good night’s sleep	● Understand why our body needs sleep; ● Talk about their own bedtime routine; ● Suggest ways to have a calm evening and bedtime routine.

Growing and Changing	
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 marriage and civil partnerships are a lifelong promise made by two grown-ups; ● Understand that babies are made by a man and a woman; ● Understand that some children are adopted; ● Use the correct vocabulary when naming the different parts of the body; ● Know how to keep themselves safe.	
Seasons	● Name the different seasons and describe their differences; ● Explain the changes that occur as seasons change; ● Talk about how they have grown in resilience.
Life stages - plants, animals, humans	● To understand that animals and humans change in appearance over time; ● Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals); ● Make observations and ask questions about living things.

Life Stages: Human life stage - who will I be?	● Retell a story and respond to questions about it. ● Use the language and describe the different life stages of: baby, child, teenager, adult, older age. ● Talk about marriage and civil partnerships – what they are and why people might choose them. ● Talk about their own experience of growing up.
Where do babies come from?	● Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. ● Understand that every family is different. ● Talk about similarities and differences between themselves and others.
Getting bigger	● Talk about how they have changed as they have grown. ● Explain the differences between babies, children, and adults. ● Understand that we are all unique.
Me and my body - girls and boys	● Name parts of the body (including reproductive parts) using the correct vocabulary. ● Explain which parts of their body are kept private and safe and why. ● Tell or ask an appropriate adult for help if they feel unsafe.

YEAR 1	
SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
Why we have classroom rules	● Understand that classroom rules help everyone to learn and be safe; ● Explain their classroom rules and be able to contribute to making these.
How are you listening?	● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel.
Thinking about feelings	● Recognise how others might be feeling by reading body language/facial expressions; ● Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).
Our feelings	● Identify a range of feelings; ● Identify how feelings might make us behave; ● Suggest strategies for someone experiencing 'not so good' feelings to manage these.
Feelings and bodies	● Recognise that people's bodies and feelings can be hurt; ● Suggest ways of dealing with different kinds of hurt.
Good friends	● Identify simple qualities of friendship; ● Suggest simple strategies for making up.
Valuing Difference	
Same or different?	● Identify the differences and similarities between people; ● Empathise with those who are different from them; ● Begin to appreciate the positive aspects of these differences.

Unkindness, teasing or bullying?	● Explain the difference between unkindness, teasing and bullying; ● Understand that bullying is usually quite rare. ● Understand that bullying can happen online. ● Understand that they should not share unkind photos of other people online.
Harold's school rules	● Explain some of their school rules and how those rules help to keep everybody safe.
It's not fair!	● Recognise and explain what is fair and unfair, kind and unkind; ● Suggest ways they can show kindness to others.
Who are our special people?	● Identify some of the people who are special to them; ● Recognise and name some of the qualities that make a person special to them.
Our special people balloons	● Recognise that they belong to various groups and communities such as their family; ● Explain how these people help us and we can also help them to help us.
Keeping Safe	
Super sleep	● Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; ● Identify simple bedtime routines that promote healthy sleep; ● To explore how screen use can make us feel and learn how to make healthy and sensible choices.
Who can help? (1)	● Recognise emotions and physical feelings associated with feeling unsafe; ● Identify people who can help them when they feel unsafe.
Good or bad touches?	● Understand and learn the PANTS rules; ● Name and know which parts should be private; ● Explain the difference between appropriate and inappropriate touch; ● Understand that they have the right to say "no" to unwanted touch; ● Start thinking about who they trust and who they can ask for help.
Sharing pictures	● Start thinking about how to stay safe online, including safety around sharing images; ● Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.

What could Harold do?	● Understand that medicines can sometimes make people feel better when they're ill; ● Explain simple issues of safety about medicines and their use.
Harold loses Geoffrey	● Recognise the range of feelings that are associated with loss.
Rights and Respect	
Harold has a bad day	● Recognise how a person's behaviour (including their own) can affect other people.
Around and about the school	● Identify what they like about the school environment; ● Recognise who cares for and looks after the school environment.
Taking care of something	● Demonstrate responsibility in looking after something (e.g. a class pet or plant); ● Explain the importance of looking after things that belong to themselves or to others.
Harold's money	● Explain where people get money from; ● List some of the things that money may be spent on in a family home; ● Understand that when they want to buy something, online or offline, they need to ask their grownups for help first.
How should we look after our money?	● Recognise that different notes and coins have different monetary value; ● Explain the importance of keeping money safe; ● Identify safe places to keep money; ● Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).
Basic first aid	● See link to external resources for further information.
Being My Best	
I can eat a rainbow	● Recognise the importance of fruit and vegetables in their daily diet; ● Know that eating at least five portions of vegetables and fruit a day helps to maintain health.

Eat well	● Recognise that they may have different tastes in food to others; ● Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; ● Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
Harold's wash and brush up	● Recognise the importance of regular hygiene routines; ● Sequence personal hygiene routines into a logical order.
Catch it! Bin it! Kill it!	● Understand how diseases can spread; ● Recognise and use simple strategies for preventing the spread of diseases.
Harold learns to ride his bike	● Recognise that learning a new skill requires practice and the opportunity to fail, safely; ● Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
Pass on the praise!	● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel.
Inside my wonderful body! (OPTIONAL)	● Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); ● Understand and explain the simple bodily processes associated with them.
Growing and Changing	
Healthy me	● Understand that the body gets energy from food, water and air (oxygen); ● Recognise that exercise and sleep are important parts of a healthy lifestyle; ● To explore how screen use can make us feel and learn how to make healthy and sensible choices.
Then and now	● Identify things they could do as a baby, a toddler and can do now; ● Identify the people who help/helped them at those different stages.
Taking care of a baby	● Identify things they could do as a baby, a toddler and can do now; ● Identify the people who help/helped them at those different stages.

Who can help? (2)	● Explain the difference between teasing and bullying; ● Understand that bullying can happen online; ● Give examples of what they can do if they experience or witness bullying; ● Say who they could get help from in a bullying situation.
Surprises and secrets	● Explain the difference between a secret and a nice surprise; ● Identify situations as being secrets or surprises; ● Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
Keeping privates private	● Identify parts of the body that are private; ● Describe ways in which private parts can be kept private; ● Identify people they can talk to about their private parts.

YEAR 2	
SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
Our ideal classroom (1)	• Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions.
Our ideal classroom (2) (OPTIONAL)	• The conventions of courtesy and manners.
How are you feeling today?	• Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings.
Let's all be happy	• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour.
Being a good friend	• Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other.
Types of bullying	• Explain the difference between bullying and isolated unkind behaviour; • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving; • Understand that bullying can happen online, as well as in person, and to know what to do if this happens; • Understand that they should not share images of themselves or others without permission.
Don't do that!	• Understand and describe strategies for dealing with bullying; • Rehearse and demonstrate some of these strategies. • Understand that there are different types of bullying, including online.

Bullying or teasing? (OPTIONAL)	● Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; ● Identify situations as to whether they are incidents of teasing or bullying. ● Understand that bullying can happen online, as well as in person, and to know what to do if this happens. ● Understand that they should not share images of themselves or others without permission.
Valuing difference	
What makes us who we are?	● Identify some of the physical and non-physical differences and similarities between people; ● Know and use words and phrases that show respect for other people.
My special people	● Identify people who are special to them; ● Explain some of the ways those people are special to them.
How do we make others feel?	● Recognise and explain how a person's behaviour can affect other people.
When someone is feeling left out	● Explain how it feels to be part of a group; ● Explain how it feels to be left out from a group; ● Identify groups they are part of; ● Suggest and use strategies for helping someone who is feeling left out.
An act of kindness	● Recognise and describe acts of kindness and unkindness; ● Explain how these impact on other people's feelings; ● Suggest kind words and actions they can show to others; ● Show acts of kindness to others in school.
Solve the problem	● Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); ● Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.

Keeping Safe	
Harold’s picnic	● Understand that medicines can sometimes make people feel better when they’re ill; ● Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; ● Explain simple issues of safety about medicines and their use.
How safe would you feel?	● Identify situations in which they would feel safe or unsafe; ● Suggest actions for dealing with unsafe situations including who they could ask for help.
What should Harold say?	● Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
I don’t like that!	● Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; ● Identify the types of touch they like and do not like; ● Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Fun or not?	● Recognise that some touches are not fun and can hurt or be upsetting; ● Know that they can ask someone to stop touching them; ● Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Should I tell?	● Identify safe secrets (including surprises) and unsafe secrets; ● Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
Rights and respect	
Getting on with others	● Describe and record strategies for getting on with others in the classroom.
When I feel like erupting	● Explain, and be able to use, strategies for dealing with impulsive behaviour.
Feeling safe	● Identify special people in the school and community who can keep them safe; ● Know how to ask for help.

Playing games	● Know the importance of keeping personal information private, when online and only talking to people they know in real life; ● Know that they can tell an adult they trust if anything happens that makes them worried.
Harold saves for something special	● Understand that people have choices about what they do with their money; ● Know that money can be saved for a use at a future time; ● Explain how they might feel when they spend money on different things.
Harold goes camping (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; ● Understand the money risks related to online gaming.
How can we look after our environment?	● Identify what they like about the school environment; ● Identify any problems with the school environment (e.g. things needing repair); ● Make suggestions for improving the school environment; ● Recognise that they all have a responsibility for helping to look after the school environment.
Being My Best	
You can do it!	● Explain the stages of the learning line showing an understanding of the learning process; ● Suggest phrases and words of encouragement to give someone who is learning something new; ● Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
My day	● Understand and give examples of things they can choose themselves and things that others choose for them; ● Explain things that they like and dislike, and understand that they have choices about these things; ● Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
Harold's postcard - helping us to keep clean and healthy	● Explain how germs can be spread; ● Describe simple hygiene routines such as hand washing; ● Understand that vaccinations can help to prevent certain illnesses.

Harold's bathroom	● Explain the importance of good dental hygiene; ● Describe simple dental hygiene routines.
What does my body do?	● Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); ● Describe how food, water and air get into the body and blood.
My body needs… (OPTIONAL)	● Understand that the body gets energy from food, water and oxygen; ● Recognise that exercise and sleep are important to health. ● Explore how screen use can make us feel and learn how to make healthy and sensible choices.
Basic first aid	●
Growing and Changing	
A helping hand	● Demonstrate simple ways of giving positive feedback to others.
Sam moves house	● Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
Haven't you grown?	● Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); ● Understand and describe some of the things that people are capable of at these different stages.
My body, your body	● Identify which parts of our body are private; ● Explain that our genitals help us make babies when we are older; ● Understand that we mostly have the same body parts but how they look is different from person to person.
Respecting privacy	● Explain what privacy means; ● Know that you are not allowed to touch someone's private belongings without their permission; ● Give examples of different types of private information.

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

YEAR 3	
SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
As a rule	● Explain why we have rules; ● Explore why rules are different for different age groups, in particular for internet-based activities; ● Suggest appropriate rules for a range of settings; ● Consider the possible consequences of breaking the rules.
Looking after our special people	● Identify people who they have a special relationship with; ● Suggest strategies for maintaining a positive relationship with their special people.
How can we solve this problem?	● Rehearse and demonstrate simple strategies for resolving given conflict situations.
Tangram team challenge (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.
Friends are special	● Identify qualities of friendship; ● Suggest reasons why friends sometimes fall out; ● Rehearse and use, now or in the future, skills for making up again.

‘Thunks’	● Express opinions and listen to those of others; ● Consider others' points of view; ● Practice explaining the thinking behind their ideas and opinions.
Dan’s dare	● Explain what a dare is; ● Understand that no-one has the right to force them to do a dare; ● Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
My special pet (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	
Respect and challenge	● Reflect on listening skills; ● Give examples of respectful language; ● Give examples of how to challenge another's viewpoint, respectfully.
Family and friends	● Recognise that there are many different types of family; ● Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
My community	● Define the term 'community'; ● Identify the different communities that they belong to; ● Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
Our friends and neighbours	● Explain that people living in the UK have different origins; ● Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; ● Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.
Let’s celebrate our differences	● Recognise the factors that make people similar to and different from each other; ● Recognise that repeated name calling is a form of bullying; ● Suggest strategies for dealing with name calling (including talking to a trusted adult).

Zeb	● Understand and explain some of the reasons why different people are bullied; ● Explore why people have prejudiced views and understand what this is.
Keeping safe	
Safe or unsafe?	● Identify situations which are safe or unsafe; ● Identify people who can help if a situation is unsafe; ● Suggest strategies for keeping safe.
Danger or risk?	● Define the words danger and risk and explain the difference between the two; ● Demonstrate strategies for dealing with a risky situation.
The Risk Robot	● Identify risk factors in given situations; ● Suggest ways of reducing or managing those risks.
Super Searcher	● Evaluate the validity of statements relating to online safety; ● Recognise potential risks associated with browsing online; ● Give examples of strategies for safe browsing online; ● To think about screen usage and understand that online gaming can be addictive.
Help or harm?	● Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
Alcohol and cigarettes: the facts	● Identify some key risks from and effects of cigarettes and alcohol; ● Know that most people choose not to smoke cigarettes; (Social Norms message) ● Define the word 'drug' and understand that nicotine and alcohol are both drugs.
Rights and Respect	
Helping each other to stay safe	● Identify key people who are responsible for them to stay safe and healthy; ● Suggest ways they can help these people.
Recount task	● Understand the difference between 'fact' and 'opinion'; ● Understand how an event can be perceived from different viewpoints; ● Plan, draft and publish a recount using the appropriate language.

Our helpful volunteers	● Define what a volunteer is; ● Identify people who are volunteers in the school community; ● Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
Can Harold afford it?	● Understand the terms 'income', 'saving' and 'spending'; ● Recognise that there are times we can buy items we want and times when we need to save for them; ● Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); ● Understand the financial risks related to online gaming.
Earning money	● Explain that people earn their income through their jobs; ● Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).
Harold's environment project	● Define what is meant by the environment; ● Evaluate and explain different methods of looking after the school environment; ● Devise methods of promoting their priority method.
Being My Best	
Derek cooks dinner!	● Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; ● Explain what is meant by the term 'balanced diet'; ● Give examples what foods might make up a healthy balanced meal.
Poorly Harold	● Explain how some infectious illnesses are spread from one person to another; ● Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; ● Suggest medical and non-medical ways of treating an illness.

Body team work	● Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); ● Describe how food, water and air get into the body and blood.
For or against?	● Develop skills in discussion and debating an issue; ● Demonstrate their understanding of health and wellbeing issues that are relevant to them; ● Empathise with different viewpoints; ● Make recommendations, based on their research.
I am fantastic!	● Identify their achievements and areas of development; ● Recognise that people may say kind things to help us feel good about ourselves; ● Explain why some groups of people are not represented as much on television/in the media.
Top talents	● Explain some of the different talents and skills that people have and how skills are developed; ● Recognise their own skills and those of other children in the class.
Growing and Changing	
Relationship Tree	● Identify different types of relationships; ● Recognise who they have positive healthy relationships with.
Body space	● Understand what is meant by the term body space (or personal space); ● Identify when it is appropriate or inappropriate to allow someone into their body space; ● Rehearse strategies for when someone is inappropriately in their body space.

None of your business!	● Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; ● Recognise and describe appropriate behaviour online as well as offline; ● Identify what constitutes personal information and when it is not appropriate or safe to share this; ● Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs; ● Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted adult before communicating with others; ● Understand that they should not share images of others without their permission; ● Think carefully before sharing any information about themselves; ● Understand that once something is posted online it is very hard to remove or delete it.
Secret or surprise	● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; ● Recognise how different surprises and secrets might make them feel; ● Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
My changing body	● Recognise that babies come from the joining of an egg and sperm; ● Explain what happens when an egg doesn’t meet a sperm; ● Understand that for girls, periods are a normal part of puberty.
Basic first aid	● See link to external resources for further information

YEAR 4	
SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
Human machines	• Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration.
Ok or not ok? (1)	• Explain what we mean by a ‘positive, healthy relationship’; • Describe some of the qualities that they admire in others.
Ok or not ok? (2)	• Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend.
An email from Harold!	• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings.
Different feelings	• Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state.
When feelings change (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.
Under pressure	• Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from; • To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult.

Valuing difference	
Can you sort it?	● Define the terms 'negotiation' and 'compromise'; ● Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
What would I do?	● List some of the ways that people are different to each other (including differences of race, gender, religion); ● Recognise potential consequences of aggressive behaviour; ● Suggest strategies for dealing with someone who is behaving aggressively; ● Understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult; ● Understand they should not share images of other people online without their permission.
The people we share our world with	● List some of the ways in which people are different to each other (including ethnicity, ~~gender~~, religious beliefs, customs and festivals); ● Define the word respect and demonstrate ways of showing respect to others' differences.
That is such a stereotype!	● Understand and identify stereotypes, including those promoted in the media.
Friend or acquaintance?	● Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); ● Give examples of features of these different types of relationships, including how they influence what is shared.
Islands	● Understand that they have the right to protect their personal body space; ● Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; ● Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

Keeping Safe	
Danger, risk or hazard?	● Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; ● Identify situations which are either dangerous, risky or hazardous; ● Suggest simple strategies for managing risk.
How dare you!	● Define what is meant by the word 'dare'; ● Identify from given scenarios which are dares and which are not; ● Suggest strategies for managing dares.
Keeping ourselves safe	● Describe stages of identifying and managing risk; ● Suggest people they can ask for help in managing risk.
Raisin Challenge (2)	● Understand that we can be influenced both positively and negatively; ● Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
Picture Wise	● Identify images that are safe/unsafe to share online; ● Know and explain strategies for safe online sharing; ● Understand and explain the implications of sharing images online without consent.
Medicines: check the label	● Understand that medicines are drugs; ● Explain safety issues for medicine use; ● Suggest alternatives to taking a medicine when unwell; ● Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
Know the norms (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).

Traffic lights (OPTIONAL)	● Identify strategies for keeping personal information safe online; ● Describe safe behaviours when using communication technology; ● Exercise caution when sharing information about themselves; ● Understand the importance of privacy and location settings to protect information online; ● Know that a trusted adult can help them if they see something online which makes them feel uncomfortable, worried or scared.
Rights and respect	
Who helps us stay healthy and safe?	● Explain how different people in the school and local community help them stay healthy and safe; ● Define what is meant by 'being responsible'; ● Describe the various responsibilities of those who help them stay healthy and safe; ● Suggest ways they can help the people who keep them healthy and safe.
It's your right	● Understand that humans have rights and also need to respect the rights of other; ● Identify some rights and also need to respect the rights of others that come with these rights.
How do we make a difference?	● Understand the reason we have rules; ● Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); ● Recognise that everyone can make a difference within a democratic process; ● Understand the risks relating to online gaming and that gaming can become addictive.
In the news!	● Define the word influence; ● Recognise that reports in the media can influence the way they think about an topic; ● Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
Safety in numbers	● Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; ● Recognise that they can play a role in influencing outcomes of situations by their actions.

Harold's expenses (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.
Why pay taxes?	● Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; ● Understand how a payslip is laid out showing both pay and deductions; ● Prioritise public services from most essential to least essential.
Logo quiz (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	
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.
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; ● Understand that making healthy choices around food is important for their wellbeing
SCARF hotel (formerly Diversity World Hotel)	● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; ● Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate); ● Understand the importance of a healthy relationship with food ● Understand the importance of good quality sleep and take practical steps for improving sleep.
Harold's Seven Rs	● Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); ● Suggest ways the Seven Rs recycling methods can be applied to different scenarios.

My school community (1)	● Define what is meant by the word 'community'; ● Suggest ways in which different people support the school community; ● Identify qualities and attributes of people who support the school community.
Basic first aid	
Volunteering is cool	● Define what a volunteer is; ● Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.
Growing and Changing	
Moving house	● Describe some of the changes that happen to people during their lives; ● Explain how the Learning Line can be used as a tool to help them manage change more easily; ● Suggest people who may be able to help them deal with change.
My feelings are all over the place!	● Name some positive and negative feelings; ● Suggest reasons why young people sometimes fall out with their parents; ● Take part in a role play practising how to compromise.
All change!	● Identify parts of the body that males and females have in common and those that are different; ● Know the correct terminology for their genitalia; ● Understand and explain why puberty happens.
Preparing for changes at puberty (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.
Secret or surprise?	● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; ● Recognise how different surprises and secrets might make them feel; ● Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

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

YEAR 5	
SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
Collaboration Challenge!	● Explain what collaboration means; ● Give examples of how they have worked collaboratively; ● Describe the attributes needed to work collaboratively.
Give and take	● Explain what is meant by the terms negotiation and compromise; ● Describe strategies for resolving difficult issues or situations.
Communication (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.
How good a friend are you?	● Demonstrate how to respond to a wide range of feelings in others; ● Give examples of some key qualities of friendship; ● Reflect on their own friendship qualities.
Relationship cake recipe	● Identify what things make a relationship unhealthy; ● Identify who they could talk to if they needed help.

Our emotional needs	● Recognise basic emotional needs, understand that they change according to circumstance; ● Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
Being assertive	● Identify characteristics of passive, aggressive and assertive behaviours; ● Understand and rehearse assertiveness skills.
Valuing Difference	
Qualities of friendship	● Define some key qualities of friendship; ● Describe ways of making a friendship last; ● Explain why friendships sometimes end.
Kind conversations	● Rehearse active listening skills; ● Demonstrate respectfulness in responding to others; ● Respond appropriately to others.
Happy being me	● Recognise some of the feelings associated with feeling excluded or 'left out'; ● Give examples of ways in which people behave when they discriminate against others who are different from them; ● Understand the importance of respecting others, even when they are different from themselves.
The land of the Red People	● Identify and describe the different groups that make up their school/wider community/other parts of the UK; ● Describe the benefits of living in a diverse society; ● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Is it true?	● Understand that the information we see online either text or images, is not always true or accurate; ● Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; ●

Stop, start stereotypes	● Recognise that some people can get bullied because of the way they express their gender; ● Give examples of how bullying behaviours can be stopped. ● Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.
It could happen to anyone (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.
Keeping Safe	
Spot bullying	● Demonstrate strategies to deal with both face-to-face and online bullying; ● Demonstrate strategies and skills for supporting others who are bullied; ● Recognise and describe the difference between online and face-to-face bullying.
Play, Like, Share 1	● Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; ● Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; ● Know how to protect personal information online; ● Recognise disrespectful behaviour online and know how to respond to it; ● Understand that online relationships are unlikely to be as good as in-person relationships.
Play, like, Share 2	● Consider what information is safe/unsafe to share offline and online; ● Think about the consequences of not keeping personal information private; ● Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; ● Know how to protect personal information online; ● Know to tell a trusted adult if something online is making them feel upset, worried or uncomfortable; ● Understand what cyberbullying/online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.
Decision dilemmas	● Recognise which situations are risky; ● Explore and share their views about decision making when faced with a risky situation; ● Suggest what someone should do when faced with a risky situation.

Ella's diary dilemma	● Define what is meant by a dare; ● Explain why someone might give a dare; ● Suggest ways of standing up to someone who gives a dare. ● Understand that once something is posted online and shared there is no way to delete it permanently; ● Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.
Vaping: healthy or unhealthy?	● Describe some of the health risks caused by vaping; ● Understand that there are potential health risks of vaping that are not yet fully known; ● Use critical thinking skills when reading information/media; ● Understand that companies selling vaping products do so to make money; ● Describe some of the possible outcomes of taking a risk.
Would you risk it?	● Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; ● Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
'Thunking' about habit	● Explain what a habit is, giving examples; ● Describe why and how a habit can be hard to change. ● Think about making healthy choices; ● Understand what our bodies need to grow and develop.
Drugs: true or false?	● Understand some of the complexities of categorising drugs; ● Know that all medicines are drugs but not all drugs are medicines; ● Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
Smoking: what is normal?	● Understand the actual norms around smoking and the reasons for common misperceptions of these.
Rights and Respect	
What's the story?	● Identify, write and discuss issues currently in the media concerning health and wellbeing; ● Express their opinions on an issue concerning health and wellbeing; ● Make recommendations on an issue concerning health and wellbeing.

Fact or opinion?	● Understand the difference between a fact and an opinion; ● Understand what biased reporting is and the need to think critically about things we read.
Mo makes a difference	● Explain what we mean by the terms voluntary, community and pressure (action) group; ● Give examples of voluntary groups, the kind of work they do and its value.
Rights, respect and duties	● Define the differences between respect, rights and duties; ● Discuss what can make them difficult to follow; ● Identify the impact on individuals and the wider community if duties are not carried out.
Spending wisely	● State the costs involved in producing and selling an item; ● Suggest questions a consumer should ask before buying a product.
Lend us a fiver!	● Define the terms loan, credit, debt and interest; ● Suggest advice for a range of situations involving personal finance.
Local councils	● Explain some of the areas that local councils have responsibility for; ● Understand that local Councillors are elected to represent their local community.
Being My Best	
It all adds up!	● Know the basic functions of the four systems covered and know they are inter-related. ● Explain the function of at least one internal organ. ● Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Different skills	● Identify their own strengths and talents; ● Identify areas that need improvement and describe strategies for achieving those improvements.
My school community (2)	● State what is meant by community; ● Explain what being part of a school community means to them; ● Suggest ways of improving the school community.
Independence and responsibility	● Identify people who are responsible for helping them stay healthy and safe; ● Identify ways that they can help these people.

Star qualities	● Describe 'star' qualities of celebrities as portrayed by the media; ● Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; ● Describe 'star' qualities that 'ordinary' people have.
Basic first aid	● See link to external resources for further information
Growing and Changing	
How are they feeling?	● Use a range of words and phrases to describe the intensity of different feelings; ● Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; ● Explain strategies they can use to build resilience.
Taking notice of our feelings	● Identify people who can be trusted; ● Describe strategies for dealing with situations in which they would feel uncomfortable.
Dear Ash	● Explain the difference between a safe and an unsafe secret; ● Identify situations where someone might need to break a confidence in order to keep someone safe.
Growing up and changing bodies	● Identify some products that they may need during puberty and why; ● Know what menstruation is and why it happens.
Changing bodies and feelings	● Know the correct words for the external sexual organs; ● Discuss some of the myths associated with puberty.
Help, I'm a teenager…get me out of here!	● Recognise how our body feels when we're relaxed; ● List some of the ways our body feels when it is nervous or sad; ● Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Dear Hetty (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.

YEAR 6	
SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
Working together	● Demonstrate a collaborative approach to a task; ● Describe and implement the skills needed to do this.
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.
Solve the friendship problem	● Recognise some of the challenges that arise from friendships; ● Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
Dan's day (OPTIONAL)	● Describe the consequences of reacting to others in a positive or negative way; ● Suggest ways that people can respond more positively to others.
Behave yourself	● Recognise and empathise with patterns of behaviour in peer-group dynamics; ● Recognise basic emotional needs and understand that they change according to circumstance; ● Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
Assertiveness Skills	● List some assertive behaviours; ● Recognise peer influence and pressure; ● Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.

Don’t force me	● Describe ways in which people show their commitment to each other; ● Know the ages at which a person can marry or have a civil partnership; ● Understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership.
Acting appropriately	● Recognise that some types of physical contact can produce strong negative feelings; ● Know that some inappropriate touch is also illegal.
Valuing Difference	
Ok to be different	● Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; ● Suggest strategies for dealing with bullying, as a bystander; ● Describe positive attributes of their peers.
We have more in common than not	● Know that all people are unique but that we have far more in common with each other than what is different about us; ● Consider how a bystander can respond to someone being rude, offensive or bullying someone else; ● Demonstrate ways of offering support to someone who has been bullied.
Respecting differences	● Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
Tolerance and respect for others	● Understand and explain the term prejudice and discrimination; ● Identify and describe the different groups that make up their school/wider community/other parts of the UK; ● Describe the benefits of living in a diverse society; ● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Advertising friendships!	● Explain the difference between a friend and an acquaintance; ● Describe qualities of a strong, positive friendship; ● Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).

Boys will be boys? Challenging gender stereotypes	● Define what is meant by the term stereotype; ● Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes; ● Recognise that people fall into a wide range of what is seen as normal; ● Challenge stereotypical gender portrayals of people.
Keep Safe	
Think before you click!	● Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; ● Understand and describe the ease with which something posted online can spread; ● Understand that once something is posted online it is very hard to remove; ● Understand that sometimes people spread fake information, misinformation and disinformation, and to begin to think critically about how to respond to this.
It's a puzzle (OPTIONAL)	● Identify strategies for keeping personal information safe online; ● Describe safe and respectful behaviours when using communication technology; ● Understand they should not share images of other people online without their permission; ● Think carefully before sharing any information about themselves online; ● Understand that once something has been posted online it can be circulated quickly and there is no way of deleting it permanently; ● Know where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
To share or not to share?	● Know that it is illegal to create and share sexual images of children under 18 years old; ● Explore the risks of sharing photos and films of themselves with other people directly or online; ● Know how to keep their information private online; ● Understand that once something is posted online and shared there is no way to delete it permanently; ● Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.

Rat Park	● Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; ● Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
What sort of drug is…?	● Explain how drugs can be categorised into different groups depending on their medical and legal context; ● Demonstrate an understanding that drugs can have both medical and non-medical uses; ● Explain in simple terms some of the laws that control drugs in this country.
Drugs: it's the law!	● Understand some of the basic laws in relation to drugs; ● Explain why there are laws relating to drugs in this country.
Alcohol: what is normal?	● Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; ● Describe some of the effects and risks of drinking alcohol.
Joe's story (part 1) (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.
Rights and Respect	
Two sides to every story	● Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; ● Describe the language and techniques that make up a biased report; ● Analyse a report also extract the facts from it.
'Fakebook' Friends	● Know the legal age (and reason behind these) for having a social media account; ● Understand why people don't tell the truth and often post only the good bits about themselves, online; ● Recognise that people's lives are much more balanced in real life, with positives and negatives.

What's it worth?	● Explain some benefits of saving money; ● Describe the different ways money can be saved, outlining the pros and cons of each method; ● Describe the costs that go into producing an item; ● Suggest sale prices for a variety of items, taking into account a range of factors; ● Explain what is meant by the term interest; ● Understand financial risks of online gaming; ● Understand the importance of developing digital resilience.
Jobs and taxes (OPTIONAL)	● Recognise and explain that different jobs have different levels of pay and the factors that influence this; ● Explain the different types of tax (income tax and VAT) which help to fund public services; ● Evaluate the different public services and compare their value.
Happy shoppers	● Explain what is meant by living in an environmentally sustainable way; ● Suggest actions that could be taken to live in a more environmentally sustainable way.
Action stations! (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.
Democracy in Britain 1 - Elections	● Why and how rules and laws that protect them and others are made and enforced; ● Why different rules are needed in different situations and how to take part in making and changing rules; ● Begin to understand the way in which democracy in Britain works.
Democracy in Britain 2 - How (most) laws are made	● Why and how rules and laws that protect them and others are made and enforced; ● Why different rules are needed in different situations and how to take part in making and changing rules.
Community art (OPTIONAL)	● Define the term 'community'; ● Recognise the benefits to mental health and wellbeing of being part of community groups; ● Understand the value of community members and how they can be valued for contributing to communities.
Being My Best	

This will be your life!	● Identify aspirational goals; ● Describe the actions needed to set and achieve these.
Our recommendations	● Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. ● Develop a holistic approach to healthy eating.
What's the risk? (1)	● Identify risk factors in a given situation ~~(involving alcohol)~~ (including online); ● Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; ● Know where to go for advice and support when they feel worried or concerned about something online.
What's the risk? (2)	● Identify risk factors in a given situation; ● Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; ● Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
Basic first aid	● See link to external resources for further information
Five Ways to Wellbeing project	● Explain what the five ways to wellbeing are; ● Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
Growing and Changing	
I look great!	● Understand that fame can be short-lived; ● Recognise that photos can be changed to match society's view of perfect; ● Identify qualities that people have, as well as their looks; ● Understand the importance of avoiding putting pressure on others to share information and images online.

Media manipulation	● Define what is meant by the term stereotype; ● Recognise how the media can sometimes reinforce gender stereotypes; ● Recognise that people fall into a wide range of what is seen as normal; ● Challenge stereotypical gender portrayals of people.
Pressure online	● Understand the risks of sharing images online and how these are hard to control, once shared; ● Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; ● Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
Helpful or unhelpful? Managing change	● Recognise some of the changes they have experienced and their emotional responses to those changes; ● Suggest positive strategies for dealing with change; ● Identify people who can support someone who is dealing with a challenging time of change.
Is this normal?	● Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; ● Understand that a healthy attitude towards food can really support growth and puberty changes; ● Suggest strategies that would help someone who felt challenged by the changes in puberty; ● Know where someone could get support if they were concerned about their own or another person's safety.
Making babies	● Identify the changes that happen through puberty to allow sexual reproduction to occur; ● Know a variety of ways in which the sperm can fertilise the egg to create a baby; ● Know the legal age of consent and what it means.
Online Sexual Content	● Identify the qualities of a caring, safe, happy and healthy relationship; ● Understand the internet contains a lot of content that can be inappropriate and upsetting for children, ● Understand the laws around viewing online inappropriate content ● Understand the potential impact for children who have viewed this content and know where to go for advice and support

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	● That families are important for children growing up because they can give love, security and stability ● The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care ● That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up ● That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties ● That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships ● That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened ● About managing conflict with kindness and respect, and that violence is never right ● How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	● The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated ● The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults ● How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration ● That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs ● The practical steps they can take in a range of different contexts to improve or support their relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity ● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. ● 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 ● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust ● What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	● That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults ● That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online ● How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met ● How information and data is shared and used online, including where pictures or words might be circulated ● Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up ● That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example ● About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know ● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust ● How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so ● Where to get advice, for example from their family, school and/or other sources

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			