



GRAYSWOOD PRIMARY SCHOOL
Church of England (Aided)

Relationships, Sex and Health Education (RSHE) policy

| Policy schedule | |
|-----------------|----------------------------|
| Written | Autumn 2020 |
| Reviewed | Summer 2022 Autumn 2023 |
| Next review | Autumn 2024 |

Version history- version 2- the following was adapted/added/changed on 20/10/23

| Section | Changes made | By whom |
|---------------------|---|-------------|
| Appendix 1 Page | EYFS curriculum added | Hannah Cole |
| Appendix 1 Pages | Various changes made to the units in all year groups to reflect updates in the SCARF scheme of learning | Hannah Cole |

Policy Aims

From September 2020, Relationships Education became compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the ‘changing adolescent body’, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

The aim of this policy is to ensure that the right provision is in place so that our pupils have all the background knowledge that they need, to make informed decisions and responsible choices as they grow up. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

Effective Relationships, Sex and Health Education (RSHE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. We believe that children need to know what will happen to their bodies as they grow, before it happens. This enables them to have the time to ask questions and to be better prepared and not scared by the natural development of the human body. High quality RSHE also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

“... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that 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.” (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

This RSHE Policy has been written in accordance with: Sex and Relationship Education Guidance July 2000 (DfEE 0116/2000). It also links to The Equality Act 2010 and as a school we are committed to ensuring a fully inclusive working and learning environment for all.

Our Christian ethos and core values of *love, respect, kindness, perseverance, teamwork and forgiveness* are embedded throughout our school and continually referred to during RSHE lessons.

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Grayswood CE Primary School, we teach RSHE as set out in this policy.

Equal opportunities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states *“Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”*

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what pupils want from their RSHE

5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. We will monitor pupil voice and adapt our policy as necessary

Definition of Relationships, Sex and Health Education (RSHE)

RSHE (Relationships, Sex and Health Education) is a strand of our Personal, Social and Health Education (PSHE) Curriculum which supports our children to develop the knowledge, skills and attributes they need to manage challenges and make the most of life's opportunities. It is personalised to reflect the unique needs of our community. We follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*.

How we teach RSHE at Grayswood CE Primary School

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Relationships Education will provide the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, the school will cover how to treat each other with kindness, consideration and respect.

We carry out the main RSHE teaching in the PSHE curriculum, which includes weekly lessons in every class. A range of resources are used to teach the RSHE curriculum, which include games, videos, drama and stories.

We teach some RSHE through other subject areas, for example, RE, Science and PE and also through assemblies and prayer space.

We follow DfE guidance with regard to Sex Education. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Our curriculum ensures that both boys and girls are prepared for the changes that 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. We will consult parents before the final year of primary school about the detailed content of what will be taught. This includes offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as sharing the resources we'll be using in advance.

Meeting these objectives is part of a graduated, age-appropriate programme of sex education. Teaching takes account of the developmental differences of children. We also consider SEND needs and adapt the curriculum as appropriate for individual children.

Generally, the entire RSHE curriculum is taught by the class teachers, however we do on occasion call on the School Nursing Team or other agencies to support us where we feel this would be of benefit to the children.

What we teach

The SCARF medium term planning for EYFS, Key stage 1 and 2 can be found in Appendix 1.

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. We also weave in the objectives from the SCARF scheme of learning.

KS1 and KS2

We use the SCARF programme of study, from Coram Life Education, to teach PSHE, including RSHE. The programme is divided 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, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

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

Grayswood CE Primary School works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. It is not our school's policy to withdraw pupils with special educational needs from PSHE or RSHE 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 Learning Plans (ILPs).

We understand that some pupils with learning difficulties may physically be developing at a different rate to their mental capacity, as such this can make them particularly vulnerable. We ensure that lessons and resources are delivered in a way that they can understand and yet still cover the content that would be appropriate for their age and bodies. The school use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods
- practical activities including role play
- using DVDs or video
- group and paired activities

We operate in line with the SEND code of practice 0-25 Jan 2015. The SEND information report is published on our school website, and we work closely with families to support children with SEND appropriately.

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.

Grayswood CE Primary 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 4% of pupils will go on to define themselves as gay, lesbian, bisexual or pansexual (GLBP). It is possible that some pupils will also have GLBP 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.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE-related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. Bullying related to LGBT+ is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

Safeguarding

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he will talk to one of our Designated Safeguarding Leads (DLS) who will take action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Safeguarding issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Right to withdraw

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

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

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

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSHE 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.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

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

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Lesson observations and journal sharing
- Staff meetings to review and share experience
- Feedback from Parents

Opinions on provision and comments will be reviewed by the PSHE coordinator and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about. The school will review this policy annually, evaluating its effectiveness, considering feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

Parents will be consulted regarding changes and kept informed through letters, newsletters and via the school website. An initial consultation was due to be carried out during March 2020 parents' evenings, however this was delayed due to COVID 19. The consultation is now planned to take place in the Spring Term 2021.

Dissemination of the Policy

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

This policy should be read in conjunction with the following:

- Safeguarding and Child Protection policy (inc. responding to disclosures)
- Behaviour policy
- Anti-bullying policy
- Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2020)

Policy review

This policy is reviewed annually.

Appendix 1

| YEAR R SCARF Lesson Plan title & half-termly unit | SCARF Lesson Plan Learning Outcomes |
|--|---|
| Me and My Relationships | |
| 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) | Talk about their own interests; Talk about their families; Talk about how they are the same or different to others. |
| All about me | 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 | |
| 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 Myself 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 | 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; What to do and who to talk to if they feel unsafe online. |
| 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 | |
| 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. |
| 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 | |
|---|---|
| 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 | 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. |
| 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 | |
| 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 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. | |
| 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. | |
| 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. | |
| 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. | |
| Unkind, tease or bully? | Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. | |
| 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 Myself Safe | | |
| Super sleep | Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. | |
| Who can help? | Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. | |
| Harold loses Geoffrey | Recognise the range of feelings that are associated with loss. | |
| What could Harold do? | Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. | |
| 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. | |

| | |
|-------------------------------------|--|
| 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. |
| 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. |
| 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 was up 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. |
| 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. |
| Taking care of a baby | Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. |
| 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. |

| | |
|--------------------------|---|
| 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. |
| 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) | | 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. |
| Bullying or teasing? | | Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. |
| Don't do that! | | Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. |
| 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. |
| 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. |
| 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. |
| 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. |
| How do we make others feel? | | Recognise and explain how a person's behaviour can affect other people. |
| My special people | | Identify people who are special to them; Explain some of the ways those people are special to them. |
| 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 Myself 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 and responsibility 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. |
| 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. |
| Basic first aid | See link to external resources for further information. |
| 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. | |
| 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. | |
| Thunks | Express opinions and listen to those of others; Consider others' points of view; Practice explaining the thinking behind their ideas and opinions. | |
| 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. | |
| Valuing Difference | | |
| 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. | |
| Respect and challenge | Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. | |
| 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; Identify 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 Myself 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. |
| 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. |
| 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. |
| 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. |
| Help or harm? | Understand that medicines are drugs and suggest ways that they can be helpful or harmful. |
| Rights and Respect | |
| 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. |
| 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. |
| 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.). |
| 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 | <p>Explain how some infectious illnesses are spread from one person to another;</p> <p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</p> <p>Suggest medical and non-medical ways of treating an illness.</p> |
| Body team work | <p>Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain);</p> <p>Describe how food, water and air get into the body and blood.</p> |
| For or against? | <p>Develop skills in discussion and debating an issue;</p> <p>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</p> <p>Empathise with different viewpoints;</p> <p>Make recommendations, based on their research.</p> |
| I am fantastic! | <p>Identify their achievements and areas of development;</p> <p>Recognise that people may say kind things to help us feel good about ourselves;</p> <p>Explain why some groups of people are not represented as much on television/in the media.</p> |
| Growing and Changing | |
| Relationship Tree | <p>Identify different types of relationships;</p> <p>Recognise who they have positive healthy relationships with.</p> |
| Body space | <p>Understand what is meant by the term body space (or personal space);</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space;</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p> |
| None of your business! | <p>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;</p> <p>Recognise and describe appropriate behaviour online as well as offline;</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this;</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> |
| Secret or surprise | <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> |
| Basic first aid | See link to external resources for further information |

| YEAR 4 SCARF | |
|---|---|
| SCARF Lesson Plan Learning Outcomes | |
| Lesson Plan title & half-termly unit | |
| Me and My Relationships | |
| 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. |
| 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. |
| Human machines | Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. |
| Different feelings | Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state. |
| When feelings change | Demonstrate a range of feelings through their facial expressions and body language; 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| Keeping Myself 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. |
| 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. |

| | |
|-------------------------------------|---|
| 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. |
| Medicines: check the label | Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). |
| Know the norms | Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). |
| Keeping ourselves safe | Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk. |
| 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. |
| 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. |
| Why pay taxes? | Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential. |
| Being My Best | |
| What makes me ME! | Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. |
| Making choices | Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. |
| SCARF Hotel | Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). |
| 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) | <p>Define what is meant by the word 'community';</p> <p>Suggest ways in which different people support the school community;</p> <p>Identify qualities and attributes of people who support the school community.</p> |
| Basic first aid | See link to external resources for further information |
| Growing and Changing | |
| Moving house | <p>Describe some of the changes that happen to people during their lives;</p> <p>Explain how the Learning Line can be used as a tool to help them manage change more easily;</p> <p>Suggest people who may be able to help them deal with change.</p> |
| My feelings are all over the place! | <p>Name some positive and negative feelings;</p> <p>Suggest reasons why young people sometimes fall out with their parents;</p> <p>Take part in a role play practising how to compromise.</p> |
| All change! | <p>Identify parts of the body that males and females have in common and those that are different;</p> <p>Know the correct terminology for their genitalia;</p> <p>Understand and explain why puberty happens.</p> |
| Secret or surprise? | <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> |
| Together | <p>Recognise that marriage includes same sex and opposite sex partners;</p> <p>Know the legal age for marriage in England or Scotland;</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p> |

| YEAR 5 SCARF | |
|--------------------------------------|--|
| Lesson Plan title & half-termly unit | |
| 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. |
| 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. |
| Being assertive | Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. |
| 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. |
| 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; Understand and explain the difference sex, gender identity, gender expression and sexual orientation. |
| 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. |

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements

| Keeping Myself 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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; |

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements

| | |
|---|--|
| | 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, including Sepsis Awareness | 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. |
| My changing body (Yr 3 unit moved to Yr 5) | 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. |
| Changing bodies and feelings | Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. |
| Growing up and changing bodies | Know what menstruation is and why it happens. Understand that for girls, periods are a normal part of puberty; Identify some products that they may need during puberty and why; Identify some of the ways they can cope better with periods. |
| 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 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. |

| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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; 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 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. |
| Keeping Myself 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. |
| 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. |
| Rat Park | Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. |
| What sort of drug is..? | Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country. |
| Drugs: it's the law! | Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country. |
| Alcohol: what is normal? | Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol. |
| Joe's story (part 1) | Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met. |
| Joe's story (part 2) | 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 | |
| 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. |
| 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. |

| | |
|---|---|
| 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. |
| 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. |
| 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. |
| 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. |
| 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 |
| Growing and Changing | |
| 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. |
| 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. |
| 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. |
| 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. |

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements

| | |
|---------------|--|
| 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. |
|---------------|--|