



Relationships and Sex Education Policy

Summary: Relationships and Sex Education Policy

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Help pupils develop feelings of self-respect, confidence and empathy
- Develop pupils' respect to others in line with our school values
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Enable children to understand their own rights and how to stay safe

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Hambledon Primary School, we teach RSE as set out in this policy.

3. 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 during a staff meeting time
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a parent workshop about the policy
4. Pupil consultation – class teachers held discussions with their classes to investigate what exactly pupils want from their RSE and this was then fed back to the PSHE subject lead
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

RSE fits within a range of other subjects, especially Science and the wider PSHE curriculum.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

Primary sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. This is done through structured lessons, circle time sessions and through the use of an 'ask it basket'. Biological aspects of RSE are taught within the science curriculum. Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

For more information about our RSE curriculum, see Appendices 1 and 2.

The above areas of learning (see section 5) are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

All elements of our RSE programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE programme. RSE is delivered predominately by class teachers in mixed gender groups although we will offer single-gender 'ask it' sessions in case anyone feels more comfortable asking questions in front of their gender group only. Pupils will also have the opportunity to ask anonymous questions at any time through the use of an 'ask it' basket.

We recognise that we may have pupils from a range of ethnic, religious and cultural backgrounds. Similarly, our pupils will come from a variety of home and family situations. The statutory elements of the RSE curriculum will be covered sensitively and with an awareness of these differing views and experiences. Our programme acknowledges and includes sensitive, honest and balanced views of sexuality and will highlight the importance of showing respect to all people.

Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences.

All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes. To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class based on a school-wide template. As a minimum, ground rules are likely to include the following basic guidelines in line with our school rules:

- Listen politely to each other
- Show respect to each other

In addition, in line with our approach to the delivery of the RSE curriculum:

- No personal questions
- An age-appropriate rule around confidentiality and safeguarding
- Attempt to keep questions anonymous – for example, no names

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson. Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
- Anonymous question boxes called 'ask it' baskets. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
- It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know..." rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person. All staff teaching RSE will be supported and advised by the PSHE lead and senior leadership team on these matters as required.

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff. In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective. If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils. Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

Roles and Responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory and non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Staff responsible for teaching RSE are the class teachers. They will be supported by expert visitors as appropriate and necessary. Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings, led by the PSHE Co-ordinator with the support of external experts as required.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory and non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Adrienne Blower, Headteacher and PSHE Leader through:

- Planning scrutinies
- Work sampling
- Pupil Conferencing

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Adrienne Corr every other year. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

As a school, we use the SCARF PSHE scheme. Meeting all DfE requirements for statutory Relationships and Health Education, and mapped to the PSHE Association programmes of study, SCARF is a framework consisting of lesson plans, online planning, assessment and Ofsted tools to give teachers skills and confidence to embed a comprehensive RSHE, PSHE and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

Below is our curriculum map showing when RSE will be covered and a brief statement of what the lesson entails. As we have a two-year rolling programme, children will cover these objectives by the end of KS1, end of LKS2 and end of KS2.

DfE topics and related codes:

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

Year R:

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Year R		
Autumn 1	Me and My Relationships	
FPC1, FPC3, RR1, RR4, RR5 CF1	All about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
RR1, RR3	What makes me special	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • The importance of self-respect and how this links to their own happiness.
FPC1, FPC2, FPC3, CF1, RR1	Me and my special people	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
FPC2, FPC4, FPC6, CF1, CF2, CF3, CF5, BS5, BS8, MW9	Who can help me?	<ul style="list-style-type: none"> • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • How to recognise and report feelings of being unsafe or feeling bad about any adult.

MW2, MW3, MW6, MW7 CF5 FPC6	My feelings	<ul style="list-style-type: none"> The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
MW2, MW3, MW6, MW7 CF2, CF5 FPC6	My feelings (2)	<ul style="list-style-type: none"> How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Autumn 2	Valuing Difference	
RR1, RR4	I'm special, you're special	<ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. The importance of self-respect and how this links to their own happiness.
CF1, CF2, CF3 RR1, RR5 BS6 MW3	Same and different	<ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs The importance of self-respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
FPC1, FPC2, FPC3, FPC4 RR1	Same and different families	<ul style="list-style-type: none"> That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
RR1	Same and different homes	<ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs The conventions of courtesy and manners.
CF2, CF3	Kind and caring (1)	<ul style="list-style-type: none"> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust,

RR2, RR3		<p>sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners.
CF1,CF2, CF3 RR1,RR2, RR3	Kind and caring (2)	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners.
Spring 1	Being My Best	•
MW2, MW3 CF2 RR2	Bouncing back when things go wrong	<ul style="list-style-type: none"> • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • Practical steps they can take in a range of different contexts to improve or support respectful relationships.
MW2, MW3 CF2	Yes, I can!	<ul style="list-style-type: none"> • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
Spring 2	Keeping Myself Safe	•
MW3, HP4, HP5, BS5	What's safe to go onto my body	<ul style="list-style-type: none"> • How to recognise and report feelings of being unsafe or feeling bad about any adult.
FPC1 BS5	Safe indoors and outdoors	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • How to recognise and report feelings of being unsafe or feeling bad about any adult.
BS3, BS5, BS6, BS7 RR8	Listening to my feelings (1)	<ul style="list-style-type: none"> • The importance of permission-seeking and giving in relationships with friends, peers and adults. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so.
OR3 BS2, BS5, BS6	Keeping safe online	<ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard.
FPC2, FPC6 BS4, BS5	People who help to keep me safe	<ul style="list-style-type: none"> • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

BS6, BS8		<ul style="list-style-type: none"> • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • Where to get advice e.g. family, school and/or other sources.
Summer 1	Rights and Responsibilities	
FPC1, FPC2, FPC3, FPC4	Looking after my special people	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
CF1, CF2, CF3, RR1, RR8 BS6	Looking after my friends	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • The importance of permission-seeking and giving in relationships with friends, peers and adults. • How to ask for advice or help for themselves or others, and to keep trying until they are heard.
RR2, RR3	Being helpful at home and caring for our classroom	<ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners.
RR3	Caring for our world	<ul style="list-style-type: none"> • The conventions of courtesy and manners.
Summer 2	Growing and Changing	
CAB1	Seasons	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
CAB1	Life stages – plants, animals, humans	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
FPC2, FPC3, FPC4, FPC5 CAB1 BS3	Life stages: Human life stage – who will I be?	<ul style="list-style-type: none"> • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and

		<p>other, contact.</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
FPC1, FPC3, FPC4 RR1 CAB1	Where do babies come from?	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
FPC1, FPC3, FPC4 RR1 CAB1 HE1, HP3	Getting bigger	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
BS2, BS3, BS7, RR8, RR7	Me and my body – girls and boys	<ul style="list-style-type: none"> • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults. • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to report concerns or abuse, and the vocabulary and confidence needed to do so.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Year 1		
Autumn 1	Me and My Relationships	
RR2, RR3	Why we have classroom rules	Understand that classroom rules help everyone to learn and be safe; •Explain their classroom rules and be able to contribute to making these.
BS5, MW2, MW3, MW4, MW7	Thinking about feelings	•Recognise how others might be feeling by reading body language/facial expressions; •Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)
MW1, MW2, MW4, MW7	Our feelings	•Identify a range of feelings; •Identify how feelings might make us behave: •Suggest strategies for someone experiencing 'not so good' feelings to manage these.
MW2, MW3, MW6, MW7	Feelings and bodies	•Recognise that people's bodies and feelings can be hurt; •Suggest ways of dealing with different kinds of hurt.
FPC3, FPC4	Our special people balloons	•Recognise that they belong to various groups and communities such as their family; •Explain how these people help us and we can also help them to help us.
CF1, CF2, CF3	Good friends	•Identify simple qualities of friendship; •Suggest simple strategies for making up.
RR1, CF2, CF4, CF5	How are you listening?	•Demonstrate attentive listening skills; •Suggest simple strategies for resolving conflict situations; •Give and receive positive feedback, and experience how this makes them feel.
Autumn 2	Valuing Difference	
FPC3, FPC4, RR1, RR2	Same or different?	•Identify the differences and similarities between people; •Empathise with those who are different from them; •Begin to appreciate the positive aspects of these differences.
CF2, CF3, CF4, RR5, RR6, MW8	Unkind, tease or bully?	•Explain the difference between unkindness, teasing and bullying; •Understand that bullying is usually quite rare.
RR3, RR5, BS1	Harold's school rules	•Explain some of their school rules and how those rules help to keep everybody safe.
FPC1, FPC2, FPC3, FPC4, MW6	Who are our special people?	•Identify some of the people who are special to them; •Recognise and name some of the qualities that make a person special to them.
CF2, CF3, CF4, RR2, RR3	It's not fair!	•Recognise and explain what is fair and unfair, kind and unkind; •Suggest ways they can show kindness to others.
Spring 1	Being My Best	
CF2, CF5, RR1, RR3, RR5	Pass on the praise!	•Demonstrate attentive listening skills; •Suggest simple strategies for resolving conflict situations; •Give and receive positive feedback, and experience how this makes them feel.

CF2, CF4, RR2, RR3, RR5	Harold has a bad day	<ul style="list-style-type: none"> •Recognise how a person's behaviour (including their own) can affect other people.
Spring 2	Keeping Myself Safe	
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help?	<ul style="list-style-type: none"> •Recognise emotions and physical feelings associated with feeling unsafe; •Identify people who can help them when they feel unsafe.
FPC6, RR8, BS1, BS2, BS5, BS7, BS8	Good or bad touches?	<ul style="list-style-type: none"> •Understand and learn the PANTS rules; •Name and know which parts should be private; •Explain the difference between appropriate and inappropriate touch; •Understand that they have the right to say "no" to unwanted touch; •Start thinking about who they trust and who they can ask for help.
RR8,OR1-5, BS1, 2, 6 ISH 1, 3, 5, 7	Sharing pictures	<ul style="list-style-type: none"> •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.
Summer 1	Rights and Responsibilities	
RR5	Taking care of something	<ul style="list-style-type: none"> •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.
Summer 2	Growing and Changing	
PHF4	Inside my wonderful body!	<ul style="list-style-type: none"> •Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); •Understand and explain the simple bodily processes associated with them.
FPC2, CAB1	Taking care of a baby	<ul style="list-style-type: none"> •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.
CAB1	Then and now	<ul style="list-style-type: none"> •Identify things they could do as a baby, a toddler and can do now; •Identify the people who help/helped them at those different stages.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help?(2)	<ul style="list-style-type: none"> •Explain the difference between teasing and bullying; •Give examples of what they can do if they experience or witness bullying; •Say who they could get help from in a bullying situation.
FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8,	Surprises and secrets	<ul style="list-style-type: none"> •Explain the difference between a secret and a nice surprise; •Identify situations as being secrets or surprises; •Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
BS3, BS7	Keeping privates private	<ul style="list-style-type: none"> •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

Year 2		
Autumn 1	Me and My Relationships	
RR2	Our ideal classroom (1)	<ul style="list-style-type: none"> •Suggest actions that will contribute positively to the life of the classroom; •Make and undertake pledges based on those actions.
RR3	Our ideal classroom (2)	<ul style="list-style-type: none"> •The conventions of courtesy and manners.
MW2, MW3	How are you feeling today?	<ul style="list-style-type: none"> •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.
RR5, RR6	Bullying or teasing?	<ul style="list-style-type: none"> •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.
RR5, RR6	Don't do that!	<ul style="list-style-type: none"> •Understand and describe strategies for dealing with bullying; •Rehearse and demonstrate some of these strategies.
RR5, RR6,	Types of bullying	<ul style="list-style-type: none"> •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.
CF1, CF2, CF3	Being a good friend	<ul style="list-style-type: none"> •Recognise that friendship is a special kind of relationship; •Identify some of the ways that good friends care for each other.
MW2, MW9	Let's all be happy	<ul style="list-style-type: none"> •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.
Autumn 2	Valuing Difference	
RR1, RR2	What makes us who we are?	<ul style="list-style-type: none"> •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.
RR2	How do we make others feel?	<ul style="list-style-type: none"> •Recognise and explain how a person's behaviour can affect other people.
FPC1, FPC2, FPC3, FPC4	My special people	<ul style="list-style-type: none"> •Identify people who are special to them; •Explain some of the ways those people are special to them.
CF3, MW7	When someone is feeling left out	<ul style="list-style-type: none"> •Explain how it feels to be part of a group; •Explain how it feels to be left out from a group; •Identify groups they are part of; •Suggest and use strategies for helping someone who is feeling left out.
CF3, RR2, RR3, MW3	An act of kindness	<ul style="list-style-type: none"> •Recognise and describe acts of kindness and unkindness; •Explain how these impact on other people's feelings; •Suggest kind words and actions they can show to others; •Show acts of kindness to others in school.
CF4, CF5	Solve the problem	<ul style="list-style-type: none"> •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.
Spring 2	Keeping Myself Safe	

BS1, BS3, BS5	How safe would you feel?	<ul style="list-style-type: none"> •Identify situations in which they would feel safe or unsafe; •Suggest actions for dealing with unsafe situations including who they could ask for help.
BS1, BS3, BS4	What should Harold say?	<ul style="list-style-type: none"> •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.
BS4, MW2	I don't like that!	<ul style="list-style-type: none"> •Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; •Identify the types of touch they like and do not like; •Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
BS1, BS3, BS5	Fun or not?	<ul style="list-style-type: none"> •Recognise that some touches are not fun and can hurt or be upsetting; •Know that they can ask someone to stop touching them; •Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
BS1, BS2, BS3, BS5	Should I tell?	<ul style="list-style-type: none"> •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.
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	<ul style="list-style-type: none"> •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.
Summer 1	Rights and Responsibilities	
CF5, RR3, RR5, RR6	Getting on with others	<ul style="list-style-type: none"> •Describe and record strategies for getting on with others in the classroom.
BS6, BS7, BS8	Feeling safe	<ul style="list-style-type: none"> •Identify special people in the school and community who can keep them safe; •Know how to ask for help.
OR 1-5, BS 1, 2, 6, ISH 1, 2, 3, 5, 7	Playing games	<ul style="list-style-type: none"> •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.
Summer 2	Growing and Changing	
CF3	A helping hand	<ul style="list-style-type: none"> •Demonstrate simple ways of giving positive feedback to others.
MW2	Sam moves house	<ul style="list-style-type: none"> •Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
CAB1	Haven't you grown?	<ul style="list-style-type: none"> •Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); •Understand and describe some of the things that people are capable of at these different stages.
BS2	My Body, your body	<ul style="list-style-type: none"> •Identify which parts of our body are private •Explain that our genitals help us make babies when we are older •Understand that we mostly have the same body parts but how they look is different from person to person.
BS2	Respecting privacy	<ul style="list-style-type: none"> •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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Year 3		
Autumn 1	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge	<ul style="list-style-type: none"> •Define and demonstrate cooperation and collaboration; •Identify the different skills that people can bring to a group task; •Demonstrate how working together in a collaborative manner can help everyone to achieve success.
CF1, CF2	Looking after our special people	<ul style="list-style-type: none"> •Identify people who they have a special relationship with; •Suggest strategies for maintaining a positive relationship with their special people.
CF3, CF4, RR1	How can we solve this problem?	<ul style="list-style-type: none"> •Rehearse and demonstrate simple strategies for resolving given conflict situations.
BS1	Dan's dare	<ul style="list-style-type: none"> •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.
RR1, RR2, RR3	Thunks	<ul style="list-style-type: none"> •Express opinions and listen to those of others; •Consider others' points of view; •Practice explaining the thinking behind their ideas and opinions.
CF1, CF2, CF4, CF5, RR3	Friends are special	<ul style="list-style-type: none"> •Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.
Autumn 2	Valuing Difference	
FPC1, FPC3, FPC4, FPC6, RR7	Family and friends	<ul style="list-style-type: none"> •Recognise that there are many different types of family; •Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
MW5	My community	<ul style="list-style-type: none"> •Define the term 'community'; •Identify the different communities that they belong to; •Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
RR1, RR3	Respect and challenge	<ul style="list-style-type: none"> •Reflect on listening skills; •Give examples of respectful language; •Give examples of how to challenge another's viewpoint, respectfully.
RR1	Our friends and neighbours	<ul style="list-style-type: none"> •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.

FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Let's celebrate our differences	<ul style="list-style-type: none"> •Recognise the factors that make people similar to and different from each other; •Recognise that repeated name calling is a form of bullying; •Suggest strategies for dealing with name calling (including talking to a trusted adult).
RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5	Zeb	<ul style="list-style-type: none"> •Understand and explain some of the reasons why different people are bullied; •Explore why people have prejudiced views and understand what this is.
Spring 1	Being My Best	
OR1	I am fantastic!	<ul style="list-style-type: none"> •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.
OR1	I am fantastic!	<ul style="list-style-type: none"> •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.
Spring 2	Keeping Myself Safe	
BS1, BS4, BS5, BS6, BS7, BS8	Safe or unsafe?	<ul style="list-style-type: none"> •Identify situations which are safe or unsafe; •Identify people who can help if a situation is unsafe; •Suggest strategies for keeping safe.
BS4	Danger or risk?	<ul style="list-style-type: none"> •Define the words danger and risk and explain the difference between the two; •Demonstrate strategies for dealing with a risky situation.
BS2, BS5	The Risk Robot	<ul style="list-style-type: none"> •Identify risk factors in given situations; •Suggest ways of reducing or managing those risks.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7	None of your business!	<ul style="list-style-type: none"> •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.
OR5, BS1, BS6, ISH2, ISH6	Raisin Challenge (1)	<ul style="list-style-type: none"> •Demonstrate strategies for assessing risks; •Understand and explain decision-making skills; •Understand where to get help from when making decisions.
Summer 1	Rights and Responsibilities	

BS8	Helping each other to stay safe	<ul style="list-style-type: none"> •Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.
Summer 2	Growing and Changing	
CF1, CF2, CF5, OR2	Relationship Tree	<ul style="list-style-type: none"> •Identify different types of relationships; •Recognise who they have positive healthy relationships with.
BS3, BS7	Body space	<ul style="list-style-type: none"> •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.
BS2	Secret or surprise	<ul style="list-style-type: none"> •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
BS7, CAB1, CAB2	My changing body	<ul style="list-style-type: none"> •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.

Year 4

Autumn 1		
	Me and My Relationships	
CF2, CF3, MW3, MW6, MW7	An email from Harold!	<ul style="list-style-type: none"> •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.
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, HE3	Ok or not ok? (1)	<ul style="list-style-type: none"> •Explain what we mean by a 'positive, healthy relationship'; •Describe some of the qualities that they admire in others.
CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, HE3	Ok or not ok? (2)	<ul style="list-style-type: none"> •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.
RR2	Human machines	<ul style="list-style-type: none"> •Demonstrate strategies for working on a collaborative task; •Define successful qualities of teamwork and collaboration.
MW1, MW2, MW3, MW4	Different feelings	<ul style="list-style-type: none"> •Identify a wide range of feelings; •Recognise that different people can have different feelings in the same situation; •Explain how feelings can be linked to physical state.
MW3, MW4	When feelings change	<ul style="list-style-type: none"> •Demonstrate a range of feelings through their facial expressions and body language; •Recognise that their feelings might change towards someone or something once they have further information.
RR1, RR6, MW8, ISH5	Under pressure	<ul style="list-style-type: none"> •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.
Autumn 2		
	Valuing Difference	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4	Can you sort it?	<ul style="list-style-type: none"> •Define the terms 'negotiation' and 'compromise'; •Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
CF5, RR8, BS1, BS3, BS5, MW4	Islands	<ul style="list-style-type: none"> •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.
FPC1, FPC2, CF1, CF2, RR1	Friend or acquaintance?	<ul style="list-style-type: none"> •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.
FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1	What would I do?	<ul style="list-style-type: none"> •List some of the ways that people are different to each other (including differences of race, gender, religion); •Recognise potential consequences of aggressive behaviour; •Suggest strategies for dealing with someone who is behaving aggressively.
FPC3, CF3, RR1, RR2, RR5	The people we share our world with	<ul style="list-style-type: none"> •List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); •Define the word respect and demonstrate ways of showing respect to others' differences.

RR7, OR5, ISH2, ISH5, ISH6	That is such a stereotype!	<ul style="list-style-type: none"> • Understand and identify stereotypes, including those promoted in the media.
Spring 1	Being My Best	
RR1, RR2, RR4	What makes me ME! (formerly Diversity World)	<ul style="list-style-type: none"> • Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
CF2, RR1, OR4	Making choices	<ul style="list-style-type: none"> • 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.
Spring 2	Keeping Myself Safe	
OR4, BS4, BS5, ISH2, PHF3, HE3, DAT1, HP2	Danger, risk or hazard?	<ul style="list-style-type: none"> • 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.
OR3, OR5, ISH3, ISH5	Picture Wise	<ul style="list-style-type: none"> • 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.
CF5, RR4, RR6, OR2, BS1, BS6, MW4	How dare you!	<ul style="list-style-type: none"> • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares.
CF3, CF5, RR4, RR6, OR3, DAT1	Keeping ourselves safe	<ul style="list-style-type: none"> • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk.
OR5, BS1, ISH2, ISH6	Raisin Challenge (2)	<ul style="list-style-type: none"> • 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.
Summer 2	Growing and Changing	
MW2, MW3, MW9	Moving house	<ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change.

FPC1, FPC2, FPC4, CF5, RR2, MW3, MW4, CAB1	My feelings are all over the place!	<ul style="list-style-type: none"> •Name some positive and negative feelings; •Suggest reasons why young people sometimes fall out with their parents; •Take part in a role play practising how to compromise.
BS7, CAB1	All change!	<ul style="list-style-type: none"> •Identify parts of the body that males and females have in common and those that are different; •Know the correct terminology for their genitalia; •Understand and explain why puberty happens.
CAB1, CAB2	Period positive	<ul style="list-style-type: none"> •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that periods are a normal part of puberty for girls; •Identify some of the ways they can cope better with periods.
RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3	Secret or surprise?	<ul style="list-style-type: none"> •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1	Together	<ul style="list-style-type: none"> •Recognise that marriage includes same sex and opposite sex partners; •Know the legal age for marriage in England or Scotland; •Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

Year 5		
Autumn 1	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	<ul style="list-style-type: none"> •Explain what collaboration means; •Give examples of how they have worked collaboratively; •Describe the attributes needed to work collaboratively.
CF2, CF3	Give and take	<ul style="list-style-type: none"> •Explain what is meant by the terms negotiation and compromise; •Describe strategies for resolving difficult issues or situations.
CF1, CF2, CF3, CF4, MW1, MW2, MW3	How good a friend are you?	<ul style="list-style-type: none"> •Demonstrate how to respond to a wide range of feelings in others; •Give examples of some key qualities of friendship; •Reflect on their own friendship qualities.
CF2, CF3, CF4, CF5, RR3, RR4, RR5	Relationship cake recipe	<ul style="list-style-type: none"> •Identify what things make a relationship unhealthy; •Identify who they could talk to if they needed help.
CF2, CF3, CF5, RR1	Being assertive	<ul style="list-style-type: none"> •Identify characteristics of passive, aggressive and assertive behaviours; •Understand and rehearse assertiveness skills.
MW2, MW3, MW4, MW9, MW10	Our emotional needs	<ul style="list-style-type: none"> •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.
OR2, OR3, MW8	Communication	<ul style="list-style-type: none"> •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.
Autumn 2	Valuing Difference	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5	Qualities of friendship	<ul style="list-style-type: none"> •Define some key qualities of friendship; •Describe ways of making a friendship last; •Explain why friendships sometimes end.
RR1, RR2, RR4, RR5	Kind conversations	<ul style="list-style-type: none"> •Rehearse active listening skills; •Demonstrate respectfulness in responding to others; •Respond appropriately to others.
RR1, RR2, RR3, RR4, RR5, RR6, RR7	Happy being me	<ul style="list-style-type: none"> •Recognise some of the feelings associated with feeling excluded or 'left out'; •Give examples of ways in which people behave when they discriminate against others who are different from them; •Understand the importance of respecting others, even when they are different from themselves.
FPC3, CF3, RR1, RR2, RR4, RR5	The land of the Red People	<ul style="list-style-type: none"> •Identify and describe the different groups that make up their school/wider community/other parts of the UK; •Describe the benefits of living in a diverse society; •Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6	Is it true?	<ul style="list-style-type: none"> •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.
CF1, CF2, CF3, CF5	It could happen to anyone	<ul style="list-style-type: none"> •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.
Spring 2	Keeping Myself Safe	

RR6, OR1, OR2, OR3, OR5, MW8, ISH5	Spot bullying	<ul style="list-style-type: none"> •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.
CF5, RR2, RR4, RR5, RR8, BS1, BS2	Ella's diary dilemma	<ul style="list-style-type: none"> •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.
CF5	Decision Dilemmas	<ul style="list-style-type: none"> •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.
OR1, OR2, OR3, OR4, BS1, BS4, ISH3, ISH5, ISH7	Play, Like, Share	<ul style="list-style-type: none"> •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.
Summer 2	Growing and Changing	
MW2, MW3, MW4	How are they feeling?	<ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience.
RR5, BS1, BS3, BS4, BS5, BS7, BS8	Taking notice of our feelings	<ul style="list-style-type: none"> •Identify people who can be trusted; •Describe strategies for dealing with situations in which they would feel uncomfortable.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty	<ul style="list-style-type: none"> •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.
BS7, CAB1	Changing bodies and feelings	<ul style="list-style-type: none"> •Know the correct words for the external sexual organs; •Discuss some of the myths associated with puberty.
BS3, CAB1, CAB2	Growing up and changing bodies	<ul style="list-style-type: none"> •Identify some products that they may need during puberty and why; •Know what menstruation is and why it happens.
FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1	Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> •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.
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> •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.
RR1, RR6, RR7	Stop, start stereotypes	<ul style="list-style-type: none"> •Recognise that some people can get bullied because of the way they express their gender; •Give examples of how bullying behaviours can be stopped.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Year 6		
Autumn 1	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Working together	<ul style="list-style-type: none"> •Demonstrate a collaborative approach to a task; •Describe and implement the skills needed to do this.
	Let's negotiate	<ul style="list-style-type: none"> •Explain what is meant by the terms 'negotiation' and 'compromise'; •Suggest positive strategies for negotiating and compromising within a collaborative task; •Demonstrate positive strategies for negotiating and compromising within a collaborative task.
CF2, CF3, CF4, CF5	Solve the friendship problem	<ul style="list-style-type: none"> •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.
CF5, RR2, RR4, RR5, RR8	Assertiveness Skills	<ul style="list-style-type: none"> •List some assertive behaviours; •Recognise peer influence and pressure; •Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
RR1, RR2, RR4, RR5, RR6, BS6	Behave yourself	<ul style="list-style-type: none"> •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.
FPC2, FPC1, FPC2, CF3, MW1, MW2, MW3, MW4, CAB1	Dan's day	<ul style="list-style-type: none"> •Describe the consequences of reacting to others in a positive or negative way; •Suggest ways that people can respond more positively to others.
FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7	Don't force me	<ul style="list-style-type: none"> •Describe ways in which people show their commitment to each other; •Know the ages at which a person can marry, depending on whether their parents agree.
RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8	Acting Appropriately	<ul style="list-style-type: none"> •Recognise that some types of physical contact can produce strong negative feelings; •Know that some inappropriate touch is also illegal.
RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7	It's a puzzle	<ul style="list-style-type: none"> •Identify strategies for keeping personal information safe online; •Describe safe and respectful behaviours when using communication technology.
Autumn 2	Valuing Difference	
CF2, RR1, RR6, BS1, MW3	Ok to be different	<ul style="list-style-type: none"> •Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; •Suggest strategies for dealing with bullying, as a bystander; •Describe positive attributes of their peers.

RR1, RR5, RR6, OR2	We have more in common than not	<ul style="list-style-type: none"> • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied.
RR1, RR2, RR3, RR5	Respecting differences	<ul style="list-style-type: none"> • Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
RR1, RR2, RR5	Tolerance and respect for others	<ul style="list-style-type: none"> • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6	Advertising friendships!	<ul style="list-style-type: none"> • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
RR1, RR2, RR6, RR7, ISH2, ISH6	Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> • 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.
Spring 1	Being My Best	
FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1	What's the risk? (2)	<ul style="list-style-type: none"> • 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.
Spring 2	Keeping Myself Safe	
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Thinking before you click!	<ul style="list-style-type: none"> • 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.
CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3	Joe's story (part 1)	<ul style="list-style-type: none"> • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met.
FPC1, CF1, CF2, CF3, CF4, RR5, OR1	Joe's story (part 2)	<ul style="list-style-type: none"> • 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.
Summer 1	Rights and Responsibilities	
RR7, ISH6	Two sides to every story	<ul style="list-style-type: none"> • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it.

RR8, OR1, MW1, ISH4, ISH6	Fakebook Friends	<ul style="list-style-type: none"> •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.
Summer 2	Growing and Changing	
FPC2, FPC6, MW2, MW4, MW6, MW9	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> •Recognise some of the changes they have experienced and their emotional responses to those changes; •Suggest positive strategies for dealing with change; •Identify people who can support someone who is dealing with a challenging time of change.
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	I look great!	<ul style="list-style-type: none"> •Understand that fame can be short-lived; •Recognise that photos can be changed to match society's view of perfect; •Identify qualities that people have, as well as their looks.
RR1, RR4, RR7, OR1, ISH2, ISH5	Media manipulation	<ul style="list-style-type: none"> •Define what is meant by the term stereotype; •Recognise how the media can sometimes reinforce gender stereotypes; •Recognise that people fall into a wide range of what is seen as normal; •Challenge stereotypical gender portrayals of people.
OR1, OR3, OR4, OR5, OR6, BS3, BS4, BS5	Pressure online	<ul style="list-style-type: none"> •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.
RR1, BS7, CAB1, CAB2	Is this normal?	<ul style="list-style-type: none"> •Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; •Suggest strategies that would help someone who felt challenged by the changes in puberty; •Understand what FGM is and that it is an illegal practice in this country; •Know where someone could get support if they were concerned about their own or another person's safety.
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> •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.
FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2	Making babies	<ul style="list-style-type: none"> •Identify the changes that happen through puberty to allow sexual reproduction to occur; •Know a variety of ways in which the sperm can fertilise the egg to create a baby; •Know the legal age of consent and what it means.
HP5	What is HIV?	<ul style="list-style-type: none"> •Explain how HIV affects the body's immune system; •Understand that HIV is difficult to transmit; •Know how a person can protect themselves from HIV

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent Form: Withdrawal from Sex Education within SRE

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

