

# WESTFIELD PRIMARY SCHOOL

## Relationship, Sex and Health Education - Learning for Life

DRAFT JUNE 2026

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## Aims

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## Statutory requirements

At Westfield Primary School, we follow the statutory guidance on **Relationships, Sex and Health Education**, issued by the Department for Education in **July 2025** under:

- **Section 34 of the Children and Social Work Act 2017**, and
- **Section 403 of the Education Act 1996**, which requires schools to have regard to the Secretary of State's guidance when teaching these subjects.

This updated guidance becomes **mandatory from September 2026**.

As a **primary school**, we must provide:

- **Relationships Education** to all pupils
- **Health Education** to all pupils

These subjects have been **statutory since September 2020**.

We are **not required to provide Sex Education** at primary level beyond what is included in the **National Curriculum for Science**, but we choose to do so in Years 6 to prepare pupils for secondary school and to ensure they are equipped with age-appropriate knowledge about reproduction and how babies are conceived and born.

At Westfield Primary School, we teach RSHE in line with this policy and with due regard to:

- The statutory guidance issued by the Department for Education (July 2025)
- The Equality Act 2010
- Keeping Children Safe in Education (statutory guidance)
- Safeguarding and child protection legislation

**Policy Publication Requirements** - This RSHE policy is published on the school website under Curriculum and Learning for Life. It is available free of charge to anyone who requests a copy from the school office. Parents may request to view any curriculum materials used in RSHE lessons by contacting the school office or the Learning for Life Lead to arrange a convenient time.

## Policy development

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

1. Review - a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation during the summer term 2026- all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation during the summer term 2026- changes to the RSHE curriculum were shared with the Governors and they were given the opportunity to look at the policy and make recommendations
4. Parent consultation during the summer term 2026 - parents and any interested parties were given the opportunity to look at the policy online and to discuss any concerns or recommendations with a staff member / Learning for Life Lead

## Definition

RSHE refers collectively to Relationships Education, Sex Education and Health Education. RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

## Curriculum

Many of the new elements within our curriculum (e.g., online safety, body part terminology, diverse families, safeguarding, mental health, consent/relationships) reflect a shift to match modern realities—digital life, varied family structures, and greater emphasis on wellbeing and inclusion.

Our curriculum is set out as per Appendices 1 and 2 but we may need to adapt it as and when necessary.

Parents have the right to ask the class teacher to view resources and materials that will be used to teach the Sex and Relationships part of the RSHE curriculum prior to it being taught.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will answer questions in an age-appropriate way that is consistent with the school's safeguarding responsibilities and the planned curriculum. RSHE plays a key role in enabling pupils to recognise unsafe situations, understand their rights and know how to seek help.

Primary relationships and sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

- Pupils learn about conception and birth through the National Curriculum for Science

## **Delivery of RSHE**

Mandatory from September 2026, teachers should use professional judgement to deliver age- and stage-appropriate content that put pupil wellbeing first. (See attached curriculum coverage)

Every teacher is responsible for the delivery of RSHE to their class. The Learning for Life Lead will oversee that this is adhered to through book looks, pupil voice and planning.

RSHE will be delivered in a factual, balanced and non-judgemental way that reflects the values of the school ensuring that every child and family feels respected, valued, and included in the curriculum, promoting tolerance and acceptance. The revised guidance specifically encourages primary schools to include same-sex parents when discussing families, presenting this as one of many types of loving family. In primary school, teaching about LGBT+ people occur only in the context of recognising different families and promoting respect and inclusion. It does not involve teaching about sexual practices or explicit sexual content. Teaching about different types of families is a mandatory part of Relationship Education in primary schools.

RSHE supports the school's safeguarding duties in line with Keeping Children Safe in Education. All staff teaching RSHE receive safeguarding training as part of their induction and regular updates in line with Keeping Children Safe in Education. For full details of the school's safeguarding procedures, please refer to the **Child Protection and Safeguarding Policy**.

RSHE is taught within Relationships & Health Education (Learning for Life). Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Menstrual wellbeing is taught as part of the puberty and changing body curriculum.

Relationships & Health Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me what family means, who is in a child's support network, different kinds of families/carers, diversity, respect and safety.
- Caring friendships what makes a healthy friendship or relationship: kindness, respect, trust, honesty, consent for personal space, taking turns, respect for differences, recognising healthy boundaries and supportive relationships.

### **Special Educational Needs and Disabilities (SEND)**

At Westfield Primary School, we are committed to ensuring that Relationships, Sex and Health Education is accessible for all pupils, including those with special educational needs and disabilities.

We recognise that:

- Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND
- RSHE can be particularly important for pupils with Social, Emotional and Mental Health needs or learning disabilities
- Pupils with SEND may need tailored content and teaching to meet their specific needs at different developmental stages

### Our approach includes:

- **High quality adapted teaching** as the starting point to ensure accessibility
- **Personalised learning** that takes account of individual needs and abilities
- **Use of visual aids, symbols and simplified language** where appropriate
- **Additional adult support** during lessons where needed
- **Liaison with the SENCO** to ensure appropriate adaptations are in place
- **Consideration of preparing for adulthood outcomes** as set out in the SEND Code of Practice
- **Collaboration with parents/carers** to understand individual needs and sensitivities
- **Use of social stories and role play** to reinforce key concepts
- **Flexible pacing** allowing more time for processing and understanding
- **Multi-sensory teaching approaches** to support different learning styles

All teaching is delivered in a sensitive, age-appropriate and developmentally appropriate way with reference to the law, ensuring that pupils with SEND can access the curriculum alongside their peers whilst receiving the additional support they need.

## Consent and personal boundaries

As part of Relationships Education, pupils will learn about the importance of personal boundaries and respect for their own bodies and the bodies of others. Pupils will be taught that they have a right to say no to unwanted touch and that consent means asking for and giving permission in everyday situations, such as sharing personal space or belongings. Teaching focuses on helping pupils understand respectful behaviour, recognising when something does not feel right and knowing who to talk to if they feel unsafe or uncomfortable.

- Respectful relationships- tackling bullying, understanding stereotypes and promoting inclusion.
- Online relationships - The Primary Schools RSHE Guidance 2025 recognises that the online world can present risks to children at any age, but the way these topics are taught should reflect pupils' stage of development.

### For younger pupils:

- Understanding the difference between public and private information.
- Learning not to share personal details without adult help.
- Recognising who to speak to if something online feels uncomfortable.

### For older primary pupils:

- Understanding why certain websites, games and apps are age restricted.
- Identifying signs of scams or fake profiles.
- Recognising the risks of in-game purchases or features that mimic gambling.

The aim is to gradually build digital resilience without overwhelming children with unnecessary detail too early.

- Being safe - The 2025 guidance for primary includes **personal safety beyond relationships** — covering risks related to online, substance education, water, rail/road, fire safety.
- **Mental health** and emotional wellbeing are given more emphasis: lessons may now include topics like **grief, loss and bereavement**; recognising when relationships are unhealthy, and how to seek help or report concerns

- **Physical health, lifestyle and hygiene** – healthy eating, exercise, sleep, dental care, sun safety, general hygiene, first aid etc

As part of Relationships Education, pupils will learn that families may look different and that all families should be treated with respect and kindness. This may include families with single parents, adoptive parents, foster carers, grandparents as carers, and families with parents of the same sex. Teaching focuses on understanding that families can be different and that everyone deserves respect. This learning is delivered in an age-appropriate way and does not include explicit sexual content. Our approach reflects our duties under the **Equality Act 2010** and our commitment to creating a safe and inclusive school environment for all pupils.

The school recognises that families may hold a range of views and beliefs about relationships. RSHE is taught in a factual and respectful way, and the purpose of this education is to promote understanding, safety and respect for others rather than to promote any particular lifestyle. For more information about our RSHE curriculum, see Appendix 1.

### **Respect for diversity**

Our RSHE curriculum reflects the diversity of the world in which pupils live and the families within our school community. Pupils are taught that families and relationships can take different forms and that all people should be treated with respect and dignity. Teaching about different families, including those with parents of the same sex, is delivered in an age-appropriate way and focuses on respect, kindness and inclusion. The school does not promote any particular lifestyle or set of beliefs, but aims to provide pupils with factual information and the skills they need to develop healthy relationships, stay safe and understand the importance of respecting others. This approach reflects the school's duties under the **Equality Act 2010** and supports our commitment to safeguarding and inclusion.

### **Responding to pupils' questions**

RSHE lessons may lead to pupils asking questions about relationships, their bodies or issues they may have seen or heard about. Teachers will answer questions in a factual, age-appropriate and sensitive manner that is consistent with the planned curriculum and the school's safeguarding responsibilities.

Teachers will use their professional judgement to determine whether a question should be answered in whole class teaching, addressed individually, or referred to parents or carers where appropriate. If a question raises a safeguarding concern, staff will follow the school's safeguarding procedures in line with statutory guidance.

Pupils will be encouraged to speak to a trusted adult / parent/carer if they have concerns or need further support. Sign posting to support services where needed.

## **Resources and Materials**

We carefully assess all resources used in RSHE teaching to ensure they are:

- Age-appropriate and developmentally appropriate
- Medically accurate and factually correct
- Sensitive to pupils' needs and backgrounds
- Consistent with our school values and this policy
- Compliant with statutory guidance and the Equality Act 2010

**Resources we use include:**

- Coram Life SCARF resources
- BBC online Videos
- Age-appropriate books and stories
- NSPCC "Pants" campaign resources
- Childnet online safety resources

**Before using any video or DVD content:**

- Staff will preview all content to ensure it is appropriate
- The content will be clearly linked to learning objectives in the curriculum

Parents may request to view any curriculum materials used in RSHE lessons by contacting the school office.

## **Roles and responsibilities**

**The Governing Board**

The governing board has overall responsibility for ensuring the school meets its statutory duties regarding RSHE. Specifically, the governing board will:

- Approve the RSHE policy and hold the headteacher to account for its implementation
- Ensure all pupils make progress in achieving the expected educational outcomes
- Ensure the subjects are well led, effectively managed and well planned
- Ensure the quality of provision is subject to regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Ensure clear information is provided for parents on the subject content and the right to request withdrawal from non-statutory sex education
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations
- Review this policy annually alongside the headteacher and Lead for Learning for Life
- Monitor the implementation of the policy through reports from the headteacher and subject leader
- Ensure the policy is published on the school website and made available free of charge to anyone who requests it

**The Headteacher and Teaching and Learning Lead**

The headteacher and Teaching and Learning Lead are responsible for:

- Ensuring that RSHE is taught consistently across the school in line with this policy
- Managing requests to withdraw pupils from non-statutory/non-science components of sex education (see section on parental withdrawal)
- Ensuring staff are given sufficient training and resources to deliver RSHE effectively
- Monitoring the quality of teaching and learning in RSHE
- Liaising with the governing board on policy development and implementation
- Ensuring the policy is reviewed annually and updated as necessary
- Handling any complaints regarding RSHE in line with the school's complaints policy
- Ensuring consultation with parents, staff and pupils takes place when reviewing the policy
- Ensuring the policy reflects the views of the whole school community

**The Lead for Learning for Life (PSHE & RSHE Subject Lead)**

The subject leader is responsible for:

- Leading the development and implementation of the RSHE curriculum
- Monitoring the delivery of RSHE through book looks, scrutinise planning, learning walks, lesson drop-ins and pupil voice
- Providing support and guidance to staff teaching RSHE
- Coordinating staff training and identifying training needs
- Keeping up to date with developments in RSHE education and statutory guidance

- Liaising with external agencies and visitors who support RSHE delivery
- Reviewing and recommending resources for teaching RSHE
- Leading the annual review of this policy
- Reporting to the headteacher and governing board on the quality and impact of RSHE provision
- Maintaining records of curriculum coverage and assessment
- Ensuring the curriculum is age-appropriate and meets statutory requirements

### **All Staff**

All staff are responsible for:

- Delivering RSHE in a sensitive, factual and non-judgemental way
- Modelling positive attitudes to RSHE and relationships
- Responding to the needs of individual pupils, including those with SEND
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory sex education
- Following the school's safeguarding procedures if a disclosure is made or a safeguarding concern arises during RSHE lessons
- Answering pupils' questions in an age-appropriate manner, consistent with the planned curriculum and the school's safeguarding responsibilities
- Using professional judgement to determine whether questions should be answered in whole-class teaching, addressed individually, or referred to parents/carers
- Attending training on RSHE delivery as required
- Treating all pupils with dignity and respect

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

### **Pupils**

Pupils are expected to:

- Engage fully in RSHE lessons
- Treat others with respect and sensitivity when discussing issues related to RSHE
- Follow the school's behaviour policy during RSHE lessons
- Ask questions and seek clarification when needed
- Respect the privacy and confidentiality of their classmates
- Speak to a trusted adult if they have concerns or need further support

### **Parents and Carers**

We recognise that parents and carers are the prime educators for children on many aspects of RSHE. We encourage parents and carers to:

- Support the school's approach to RSHE by reinforcing learning at home
- Engage with the school's consultation process when the policy is reviewed
- View curriculum materials and resources upon request
- Discuss any concerns about RSHE provision with the headteacher or subject leader
- Continue conversations started in class at home, where appropriate
- Inform the school of any concerns their child may have about RSHE lessons

# Parents' right to withdraw

It is important that parents understand exactly what they can and cannot withdraw their children from in RSHE education.

## What parents **CANNOT** withdraw their children from:

Parents **do not** have the right to withdraw their children from:

1. **Relationships Education** - This is statutory for all primary pupils and covers topics such as:
  - Families and people who care for me
  - Caring friendships
  - Respectful relationships
  - Online relationships
  - Being safe
  - Understanding consent and personal boundaries
1. **Health Education** - This is statutory for all primary pupils and covers topics such as:
  - Mental wellbeing
  - Internet safety and harms
  - Physical health and fitness
  - Healthy eating
  - Health and prevention
  - Basic first aid
1. **National Curriculum for Science** - This includes statutory content on:
  - The main external body parts
  - The human body as it grows from birth to old age (including puberty)
  - Reproduction in some plants and animals
  - The main stages of the human life cycle
  - The physical changes that take place at puberty, why they happen and how to manage them (including menstruation)

All of the above content is **statutory** and forms an essential part of safeguarding pupils, promoting their wellbeing, and meeting our duties under the Equality Act 2010.

## What parents **CAN** withdraw their children from:

Parents **do** have the right to request that their child be withdrawn from **some or all of sex**

**education** delivered as part of RSHE, **except** for content covered in the Science curriculum (listed above).

At Westfield Primary School, we provide **additional sex education in Year 6** that goes beyond the National Curriculum for Science. This includes:

### **Year 6 Sex Education content (from which parents may request withdrawal):**

- **Detailed explanation of sexual intercourse** and how a baby is conceived through the joining of sperm and egg (beyond the Science curriculum requirement)
- **The process of how babies are born**, including labour and delivery (using BBC online videos)
- **Discussion of the emotional context of sexual relationships** within stable, loving relationships

### **Content that remains part of Science/Relationships Education (from which parents cannot withdraw):**

- Basic facts about puberty and physical changes (Science curriculum)
- Understanding that babies grow inside the mother's uterus (Science curriculum)
- Understanding reproduction as part of the human life cycle (Science curriculum)
- Learning about different types of families and relationships (Relationships Education)
- Learning about personal safety and recognising inappropriate behaviour (Relationships Education)

### **How to request withdrawal from sex education:**

Parents of Year 6 children will receive a **detailed letter in the Summer term** (typically sent home in May), prior to the teaching of our 'Growing & Changing' topic. This letter will:

- Clearly identify which specific lessons constitute sex education (from which withdrawal is possible)
- Explain which content is part of Science or Relationships Education (from which withdrawal is not possible)
- Provide dates for when each lesson will be taught

- Offer parents the opportunity to view all teaching materials, including the BBC online videos
- Include an invitation to a parent viewing session (typically held in late May/early June)

If, after viewing the materials and discussing the content with school staff, you wish to withdraw your child from the sex education elements, you should:

1. **Request a meeting** with the headteacher to discuss your request and understand the implications
1. **Complete the withdrawal form** (Appendix 4) and return it to the school office
1. The headteacher will **automatically grant your request** for withdrawal from sex education content (other than what is taught in Science)

**What happens if a child is withdrawn:**

- Your child will be given appropriate, purposeful alternative learning activities during the sex education lessons from which they have been withdrawn
- These activities will be completed in a different classroom with appropriate supervision
- Your child will continue to participate in all Science lessons covering puberty and reproduction, and all Relationships and Health Education lessons
- We will work with you to ensure your child does not feel isolated or different from their peers
- We encourage parents who withdraw their children to discuss these topics at home in a way that aligns with their family values

**Important information:**

- Withdrawal only applies to the **sex education elements** taught in Year 6 (as specified above)
- Your child **cannot be withdrawn** from learning about puberty, physical changes, the human life cycle, different families, or staying safe - these are statutory requirements
- We strongly encourage parents to allow their children to participate in all RSHE lessons, as this education plays a vital role in safeguarding and preparing children for secondary school
- Research shows that comprehensive RSHE helps keep children safe and supports them to make informed, healthy choices

If you have any questions about what your child can or cannot be withdrawn from, or would like to discuss the content in more detail, please contact:

- **Mrs Claire Lee** (Learning for Life Lead) via the school office
- **Mrs Karyn Hing** (Headteacher) via the school office

We are committed to working in partnership with parents to ensure all children receive the education they need to stay safe and healthy.

## Training

### Staff Training and Development

At Westfield Primary School, we are committed to ensuring all staff have the knowledge, skills and confidence to deliver high-quality RSHE education.

#### Induction Training

All new staff will receive RSHE training as part of their induction, which will include:

- An overview of the school's RSHE policy and curriculum
- Statutory requirements for RSHE teaching
- Safeguarding procedures and how they relate to RSHE
- How to respond to pupils' questions appropriately
- Resources available to support teaching
- How to access further support and guidance

New staff will be provided with:

- A copy of this policy
- Curriculum maps and schemes of work
- Access to teaching resources
- Contact details for the RSHE subject leader

#### Ongoing Training

All staff teaching RSHE will receive regular training and updates, including:

- **Annual training** on RSHE delivery during dedicated staff meetings or INSET days
- **Updates on statutory guidance** when changes are made to government requirements

- **Safeguarding training** including how to respond to disclosures made during RSHE lessons
- **Training on specific topics** such as teaching about puberty, online safety, or supporting pupils with SEND
- **Training on equality and diversity** including how to teach about different families and LGBT+ inclusion in an age-appropriate way

### Identifying Training Needs

Training needs are identified through:

- Staff self-assessment and feedback
- Lesson observations and monitoring activities
- Changes to statutory guidance or curriculum content
- Feedback from pupils and parents
- Annual performance management reviews

Visitors from outside the school, such as school nurses or sexual health professionals are invited into school to provide support and training to staff teaching RSHE, as required.

## Monitoring, Evaluation and Review arrangements

### Monitoring Delivery

The delivery of RSHE is monitored by the Lead for Learning for Life (PSHE & RSHE Subject Lead) through:

- **Book looks** - reviewing pupils' work to assess understanding and progression
- **Planning scrutinies** - checking that teaching plans cover statutory requirements and are age-appropriate
- **Learning walks** - observing teaching practice and classroom environment
- **Lesson observations** - formal and informal observations of RSHE lessons
- **Pupil voice** - gathering feedback from pupils about their learning and understanding
- **Evidence on Seesaw** - reviewing digital evidence of learning
- **Staff feedback** - discussions with teachers about delivery, resources and training needs
- **Parent feedback** - gathering views from parents through surveys and consultation

### Evaluating Impact

We evaluate the impact and effectiveness of our RSHE curriculum by assessing:

#### Pupil outcomes:

- Pupils' knowledge and understanding of RSHE topics
- Pupils' ability to apply learning to real-life situations
- Pupils' confidence in discussing RSHE topics
- Pupils' ability to recognise unsafe situations and know how to seek help
- Pupils' respect for diversity and understanding of equality

#### Quality of teaching:

- Teachers' confidence in delivering RSHE
- Appropriateness of resources and materials used
- Effectiveness of differentiation for pupils with SEND
- Integration of RSHE across the curriculum

#### Whole school approach:

- Consistency of delivery across year groups
- Alignment with school values and ethos
- Links to safeguarding and pastoral support
- Engagement of parents and the wider community

#### Safeguarding impact:

- Number and nature of disclosures made during RSHE lessons
- Pupils' understanding of how to report concerns
- Effectiveness of RSHE in supporting safeguarding objectives

## **Assessment**

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

Assessment in RSHE is primarily formative, focusing on:

- Pupils' ability to articulate their understanding
- Pupils' participation in discussions and activities
- Pupils' application of knowledge to scenarios and problem-solving
- Pupils' development of skills such as empathy, communication and decision-making

Teachers use a range of assessment methods including:

- Observation of pupils during lessons
- Review of pupils' written work and reflections
- Questioning and discussion
- Self and peer assessment activities

Assessment information is used to:

- Identify pupils who may need additional support
- Adapt teaching to meet pupils' needs
- Plan future lessons and curriculum development
- Report to parents on pupils' personal development

## **Policy Review**

### **Policy development and consultation**

This policy has been developed through a comprehensive consultation process involving all key stakeholders. We are committed to proactively engaging and consulting with parents, pupils and staff to ensure our RSHE provision meets the needs of our school community and that parents understand the importance of effective RSHE in promoting and protecting the wellbeing of all children.

**Our most recent consultation process (Academic Year 2025-26):**

#### **1. Initial Review (January 2026)**

- The Learning for Life Lead reviewed the updated statutory guidance published by the DfE in July 2025
- A working group of staff reviewed our existing policy and curriculum against the new requirements
- We identified areas where our policy and practice needed to be updated to comply with the September 2026 implementation date

#### **2. Staff Consultation (March 2026)**

- All teaching staff were given a copy of the draft updated policy to review
- A staff meeting was held on [March 18<sup>th</sup> 2026] to discuss the proposed changes
- Staff completed a feedback questionnaire to share their views on:
  - The clarity and workability of the policy
  - Any training needs they identified
  - Resources and support required for implementationConcerns or questions about delivering the updated curriculum

#### **3. Governing Board Consultation (May 2026)**

- The draft policy was shared with governors on [May 2026]
- A presentation was delivered at the Full Governing Board meeting on [March 16<sup>th</sup> 2026] outlining:
  - Changes to statutory requirements from September 2026
  - Proposed updates to our policy and curriculum
  - Plans for staff consultation
  - Plans for parent consultation

#### **Governor feedback:**

- Governors approved the proposed approach to consultation
- Governors emphasised the importance of clear communication with parents about withdrawal rights

#### **Ongoing engagement with parents:**

Beyond formal policy reviews, we engage with parents about RSHE through:

- **Parent information sessions** before teaching sensitive topics (particularly in Years 5 and 6)
- **Open-door policy** for parents to view curriculum materials by appointment

- **Parents' evenings** where RSHE is discussed as part of children's personal development
- **Opportunities to meet** with the RSHE Lead or headteacher to discuss any concerns

We actively encourage parents to:

- Continue conversations started in RSHE lessons at home
- Share any concerns or questions with school staff
- View curriculum materials to understand what their child is learning
- Attend information sessions to see teaching resources
- Engage with consultation processes when the policy is reviewed

**Future consultation:**

We may also consult with parents, staff and pupils between formal reviews if:

- There are significant changes to statutory guidance
- We identify emerging needs or issues in our school community
- We plan to introduce new resources or change our approach to teaching sensitive topics
- Feedback from stakeholders suggests our policy needs updating

We are committed to maintaining an open, transparent dialogue with all members of our school community about RSHE, recognising that effective partnership between school and home is essential for supporting children's wellbeing and development.

**Appendix 1: Whole School Half Term Overview -Coram Education Units are followed**

Year R	Lesson
Me & My Relationships	<ul style="list-style-type: none"> <li>• <a href="#"><u>All about me</u></a></li> <li>• <a href="#"><u>What makes me special</u></a></li> <li>• <a href="#"><u>Me and my special people</u></a></li> <li>• <a href="#"><u>Who can help me?</u></a></li> <li>• <a href="#"><u>My feelings</u></a></li> <li>• <a href="#"><u>My feelings (2)</u></a></li> </ul>
Keeping Myself Safe	<ul style="list-style-type: none"> <li>• <a href="#"><u>What's safe to go onto my body</u></a></li> <li>• <a href="#"><u>Keeping Myself Safe - What's safe to go into my body (including medicines)</u></a></li> <li>• <a href="#"><u>Safe indoors and outdoors</u></a></li> <li>• <a href="#"><u>Listening to my feelings</u></a></li> <li>• <a href="#"><u>Keeping safe online</u></a></li> <li>• <a href="#"><u>People who help to keep me safe</u></a></li> </ul>
Being My Best	<ul style="list-style-type: none"> <li>• <a href="#"><u>Bouncing back when things go wrong</u></a></li> <li>• <a href="#"><u>Yes, I can!</u></a></li> <li>• <a href="#"><u>Healthy eating</u></a></li> <li>• <a href="#"><u>My healthy mind</u></a></li> <li>• <a href="#"><u>Move your body</u></a></li> <li>• <a href="#"><u>A good night's sleep</u></a></li> </ul>
Valuing Difference	<ul style="list-style-type: none"> <li>• <a href="#"><u>I'm special, you're special</u></a></li> <li>• <a href="#"><u>Same and different families</u></a></li> <li>• <a href="#"><u>Same and different homes</u></a></li> <li>• <a href="#"><u>I am caring</u></a></li> <li>• <a href="#"><u>I am a friend</u></a></li> </ul>
Rights & Responsibilities	<ul style="list-style-type: none"> <li>• <a href="#"><u>Looking after my special people</u></a></li> <li>• <a href="#"><u>Looking after my friends</u></a></li> <li>• <a href="#"><u>Being helpful at home and caring for our classroom</u></a></li> <li>• <a href="#"><u>Caring for our world</u></a></li> <li>• <a href="#"><u>Looking after money (1): recognising, spending, using</u></a></li> <li>• <a href="#"><u>Looking after money (2): saving money and keeping it safe</u></a></li> </ul>

Year 1	
Me and My Relationships	<ul style="list-style-type: none"> <li>• <a href="#">Why we have classroom rules</a></li> <li>• <a href="#">How are you listening?</a></li> <li>• <a href="#">Thinking about feelings</a></li> <li>• <a href="#">Our feelings</a></li> <li>• <a href="#">Good friends</a></li> </ul>
Keeping Myself Safe	<ul style="list-style-type: none"> <li>• <a href="#">Super sleep</a></li> <li>• <a href="#">Who can help? (1)</a></li> <li>• <a href="#">Good or bad touches?</a></li> <li>• <a href="#">Sharing pictures</a></li> <li>• <a href="#">What could Harold do?</a></li> <li>• <a href="#">Harold loses Geoffrey</a></li> <li>• <a href="#">Surprises and Secrets</a></li> <li>• <a href="#">Keeping Privates Private</a></li> </ul>
Being My Best	<ul style="list-style-type: none"> <li>• <a href="#">I can eat a rainbow</a></li> <li>• <a href="#">Eat well</a></li> <li>• <a href="#">Harold's wash and brush up</a></li> <li>• <a href="#">Catch it! Bin it! Kill it!</a></li> <li>• <a href="#">Harold learns to ride his bike</a></li> <li>• <a href="#">Pass on the praise!</a></li> <li>• <a href="#">Inside my wonderful body! (OPTIONAL)</a></li> <li>• <a href="#">Healthy Me</a></li> <li>• <a href="#">Then and Now</a></li> </ul>
Valuing Difference	<ul style="list-style-type: none"> <li>• <a href="#">Same or different?</a></li> <li>• <a href="#">Unkindness, teasing or bullying?</a></li> <li>• <a href="#">Harold's school rules</a></li> <li>• <a href="#">It's not fair!</a></li> <li>• <a href="#">Who are our special people?</a></li> <li>• <a href="#">Our special people balloons</a></li> </ul>
Rights & Responsibilities	<ul style="list-style-type: none"> <li>• <a href="#">Harold has a bad day</a></li> <li>• <a href="#">Around and about the school</a></li> <li>• <a href="#">Taking care of something</a></li> <li>• <a href="#">Harold's money</a></li> <li>• <a href="#">How should we look after our money?</a></li> <li>• <a href="#">Basic first aid</a></li> </ul>

Year 2	
Me and My Relationships	<ul style="list-style-type: none"> <li>• <a href="#">Our ideal classroom (1)</a></li> <li>• <a href="#">Our ideal classroom (2) (</a></li> <li>• <a href="#">How are you feeling today?</a></li> <li>• <a href="#">Let's all be happy!</a></li> <li>• <a href="#">Being a good friend</a></li> <li>• <a href="#">Types of bullying</a></li> <li>• <a href="#">Don't do that!</a></li> <li>• <a href="#">Bullying or teasing?</a></li> <li>• <a href="#">Sam Moves Away</a></li> </ul>
Keeping Myself Safe	<ul style="list-style-type: none"> <li>• <a href="#">How safe would you feel?</a></li> <li>• <a href="#">What should Harold say?</a></li> <li>• <a href="#">I don't like that!</a></li> <li>• <a href="#">Fun or not?</a></li> <li>• <a href="#">Some secrets should never be kept</a></li> </ul>
Being My Best	<ul style="list-style-type: none"> <li>• <a href="#">You can do it!</a></li> <li>• <a href="#">My day</a></li> <li>• <a href="#">Harold's postcard - helping us to keep clean and healthy</a></li> <li>• <a href="#">Harold's bathroom</a></li> <li>• <a href="#">What does my body do?</a></li> <li>• <a href="#">My body needs.</a></li> <li>• <a href="#">Haven't You Grown-</a></li> <li>• <a href="#">My Body Your Body – Children will learn the words penis and vagina</a></li> </ul>
Valuing Difference	<ul style="list-style-type: none"> <li>• <a href="#">What makes us who we are?</a></li> <li>• <a href="#">My special people</a></li> <li>• <a href="#">How do we make others feel?</a></li> <li>• <a href="#">When someone is feeling left out</a></li> <li>• <a href="#">An act of kindness</a></li> <li>• <a href="#">Solve the problem</a></li> </ul>
Rights & Responsibilities	<ul style="list-style-type: none"> <li>• <a href="#">Getting on with others</a></li> <li>• <a href="#">When I feel like erupting</a></li> <li>• <a href="#">Feeling safe</a></li> <li>• <a href="#">Playing games</a></li> <li>• <a href="#">Harold saves for something special</a></li> <li>• <a href="#">Harold goes camping</a></li> <li>• <a href="#">How can we look after our environment?</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Respecting Privacy</a></li> </ul>
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Year 3	
Me and My Relationships	<ul style="list-style-type: none"> <li>• <a href="#">As a rule</a></li> <li>• <a href="#">Looking after our special people</a></li> <li>• <a href="#">How can we solve this problem?</a></li> <li>• <a href="#">Friends are special</a></li> <li>• <a href="#">Thunks</a></li> <li>• <a href="#">Dan's dare</a></li> </ul>
Keeping Myself Safe	<ul style="list-style-type: none"> <li>• <a href="#">Safe or unsafe?</a></li> <li>• <a href="#">Danger or risk?</a></li> <li>• <a href="#">Super Searcher</a></li> <li>• <a href="#">Help or harm?</a></li> <li>• <a href="#">Alcohol and cigarettes: the facts</a></li> <li>• <a href="#">Raisin challenge (1)</a></li> <li>• <a href="#">None of your business</a></li> <li>• <a href="#">Relationship tree</a></li> <li>• <a href="#">Secrets or surprise</a></li> <li>• <a href="#">Body Space</a> -children will learn the words penis, vagina and nipples</li> </ul>
Being My Best	<ul style="list-style-type: none"> <li>• <a href="#">Derek cooks dinner! (healthy eating)</a></li> <li>• <a href="#">Poorly Harold</a></li> <li>• <a href="#">Body team work</a></li> <li>• <a href="#">For or against?</a></li> <li>• <a href="#">I am fantastic!</a></li> <li>• <a href="#">Top talents</a></li> </ul>
Valuing Difference	<ul style="list-style-type: none"> <li>• <a href="#">Respect and challenge</a></li> <li>• <a href="#">Family and friends</a></li> <li>• <a href="#">My community</a></li> <li>• <a href="#">Our friends and neighbours</a></li> <li>• <a href="#">Let's celebrate our differences</a></li> <li>• <a href="#">Zeb</a></li> </ul>

Rights & Responsibilities	<ul style="list-style-type: none"> <li>• <a href="#">Helping each other to stay safe</a></li> <li>• <a href="#">Can Harold afford it?</a></li> <li>• <a href="#">Basic First Aid</a></li> </ul>
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Year 4	
Me and My Relationships	<ul style="list-style-type: none"> <li>• <a href="#">Human machines</a></li> <li>• <a href="#">Ok or not ok? (part 1)</a></li> <li>• <a href="#">Ok or not ok? (part 2)</a></li> <li>• <a href="#">An email from Harold!</a></li> <li>• <a href="#">Different feelings</a></li> <li>• <a href="#">When feelings change</a></li> <li>• <a href="#">Under pressure</a></li> <li>• <a href="#">Moving House</a></li> <li>• <a href="#">Together</a></li> </ul>
Keeping Myself Safe	<ul style="list-style-type: none"> <li>• <a href="#">Danger, risk or hazard?</a></li> <li>• <a href="#">How dare you!</a></li> <li>• <a href="#">Keeping ourselves safe</a></li> <li>• <a href="#">Raisin challenge (2)</a></li> <li>• <a href="#">Picture wise</a></li> <li>• <a href="#">Medicines: check the label</a></li> <li>• <a href="#">Know the norms</a></li> <li>• <a href="#">Traffic lights</a></li> <li>• <a href="#">Secret Surprise</a></li> </ul>
Being My Best	<ul style="list-style-type: none"> <li>• <a href="#">What makes me ME!</a></li> <li>• <a href="#">Making choices</a></li> <li>• <a href="#">SCARF hotel</a></li> <li>• <a href="#">Harold's Seven Rs</a></li> <li>• <a href="#">My school community (1)</a></li> <li>• <a href="#">Basic first aid</a></li> <li>• <a href="#">My Feelings are all over the place</a></li> </ul>
Valuing Difference	<ul style="list-style-type: none"> <li>• <a href="#">Can you sort it?</a></li> <li>• <a href="#">What would I do?</a></li> <li>• <a href="#">The people we share our world with</a></li> <li>• <a href="#">That is such a stereotype!</a></li> <li>• <a href="#">Friend or acquaintance?</a></li> <li>• <a href="#">Islands</a></li> </ul>

Rights & Responsibilities	<ul style="list-style-type: none"> <li>• <a href="#">Who helps us stay healthy and safe?</a></li> <li>• <a href="#">It's your right</a></li> <li>• <a href="#">How do we make a difference?</a></li> <li>• <a href="#">In the news!</a></li> <li>• <a href="#">Safety in numbers</a></li> <li>• <a href="#">Harold's expenses</a></li> <li>• <a href="#">Why pay taxes?</a></li> </ul>
Year 5	
Me and My Relationships	<ul style="list-style-type: none"> <li>• <a href="#">Collaboration Challenge!</a></li> <li>• <a href="#">Give and take</a></li> <li>• <a href="#">Communication (OPTIONAL)</a></li> <li>• <a href="#">How good a friend are you?</a></li> <li>• <a href="#">Relationship cake recipe</a></li> <li>• <a href="#">Our emotional needs</a></li> <li>• <a href="#">Being assertive</a></li> <li>• <a href="#">Dear Ash</a></li> </ul>
Keeping Myself Safe	<ul style="list-style-type: none"> <li>• <a href="#">Spot bullying</a></li> <li>• <a href="#">Play, like, share 1</a></li> <li>• <a href="#">Play, like, share 2</a></li> <li>• <a href="#">Decision dilemmas</a></li> <li>• <a href="#">Vaping: healthy or unhealthy?</a></li> <li>• <a href="#">Would you risk it?</a></li> <li>• <a href="#">Ella's diary dilemma</a></li> <li>• <a href="#">'Thunking' about habits</a></li> <li>• <a href="#">Drugs: true or false?</a></li> <li>• <a href="#">Smoking: what is normal? (OPTIONAL)</a></li> <li>• <a href="#">Taking Notice of our Feelings</a></li> </ul>
Being My Best	<ul style="list-style-type: none"> <li>• <a href="#">It all adds up!</a></li> <li>• <a href="#">Different skills</a></li> <li>• <a href="#">My school community (2)</a></li> <li>• <a href="#">Independence and responsibility</a></li> <li>• <a href="#">Star qualities?</a></li> <li>• <a href="#">Basic first aid, including Sepsis Awareness</a></li> <li>• <a href="#">How are they Feeling?</a></li> </ul>

Valuing Difference	<ul style="list-style-type: none"> <li>• <a href="#">Qualities of friendship</a></li> <li>• <a href="#">Kind conversations</a></li> <li>• <a href="#">Happy being me</a></li> <li>• <a href="#">The land of the Red People</a></li> <li>• <a href="#">Is it true?</a></li> <li>• <a href="#">Stop, start, stereotypes</a></li> <li>• <a href="#">It could happen to anyone</a></li> </ul>
Rights & Responsibilities	<ul style="list-style-type: none"> <li>• <a href="#">What's the story?</a></li> <li>• <a href="#">Fact or opinion?</a></li> <li>• <a href="#">Mo makes a difference</a></li> <li>• <a href="#">Rights, respect and duties</a></li> <li>• <a href="#">Spending wisely</a></li> <li>• <a href="#">Lend us a fiver!</a></li> <li>• <a href="#">Local councils</a></li> </ul>
<b>This unit is part of the Year 5 Science curriculum and is therefore statutory for children to be a part of and cannot be withdrawn from.</b>	<b>Describe the changes as humans develop to old age- this includes puberty.</b>
Year 6	
Me and My Relationships	<ul style="list-style-type: none"> <li>• <a href="#">Working together</a></li> <li>• <a href="#">Let's negotiate</a></li> <li>• <a href="#">Solve the friendship problem</a></li> <li>• <a href="#">Dan's day</a></li> <li>• <a href="#">Behave yourself</a></li> <li>• <a href="#">Assertiveness skills</a></li> <li>• <a href="#">Don't force me</a></li> <li>• <a href="#">Acting appropriately</a></li> <li>• <a href="#">Helpful or unhelpful-Managing Change</a></li> </ul>
Keeping Myself Safe	<ul style="list-style-type: none"> <li>• <a href="#">Think before you click!</a></li> <li>• <a href="#">It's a puzzle (OPTIONAL)</a></li> <li>• <a href="#">To share or not to share?</a></li> <li>• <a href="#">Rat Park</a></li> <li>• <a href="#">What sort of drug is...?</a></li> <li>• <a href="#">Drugs: it's the law!</a></li> <li>• <a href="#">Alcohol: what is normal?</a></li> <li>• <a href="#">Joe's story (part 1)</a></li> <li>• <a href="#">I Look Great</a></li> <li>• <a href="#">Pressure Online</a></li> <li>• <a href="#">Media Manipulation</a></li> </ul>

Being My Best	<ul style="list-style-type: none"> <li>• <a href="#">This will be your life!</a></li> <li>• <a href="#">Our recommendations</a></li> <li>• <a href="#">What's the risk? (1)</a></li> <li>• <a href="#">What's the risk? (2)</a></li> <li>• <a href="#">Basic first aid, including Sepsis Awareness</a></li> <li>• <a href="#">Five Ways to Wellbeing project</a></li> </ul>
Valuing Difference	<ul style="list-style-type: none"> <li>• <a href="#">OK to be different</a></li> <li>• <a href="#">We have more in common than not</a></li> <li>• <a href="#">Respecting differences</a></li> <li>• <a href="#">Tolerance and respect for others</a></li> <li>• <a href="#">Advertising friendships!</a></li> <li>• <a href="#">Boys will be boys? - challenging gender stereotypes</a></li> </ul>
Rights & Responsibilities	<ul style="list-style-type: none"> <li>• <a href="#">Two sides to every story</a></li> <li>• <a href="#">Fakebook friends</a></li> <li>• <a href="#">What's it worth?</a></li> <li>• <a href="#">Jobs and taxes</a></li> <li>• <a href="#">Happy shoppers - caring for the environment</a></li> <li>• <a href="#">Democracy in Britain 1 - Elections</a></li> <li>• <a href="#">Democracy in Britain 2 - How (most) laws are made</a></li> </ul>
<p>Growing &amp; Changing</p> <p><b>Sex Education content (from which parents may request withdrawal):</b></p> <ul style="list-style-type: none"> <li>• <b>Detailed explanation of sexual intercourse</b> and how a baby is conceived through the joining of sperm and egg (beyond the Science curriculum requirement)</li> <li>• <b>The process of how babies are born</b>, including labour and delivery (using BBC online videos)</li> <li>• <b>Discussion of the emotional context of sexual relationships</b> within stable, loving relationships</li> </ul>	<ol style="list-style-type: none"> <li>1. Reproduction</li> <li>2. Understanding relationships</li> <li>3. Conception and pregnancy</li> <li>4. Communicating in relationships</li> </ol>

## DfE Relationships Education and Health Education statutory requirements 2025

The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

## Staying Safe – Water, Rail, Road and Fire Safety

<p>All Year Groups- In addition to the Coram units "Keeping Safe", all children will be taught additional lessons on staying safe regarding water, rail, road and fire safety.</p>	
<p><b>Water</b></p>	<p>Water safety- teachers will teach children how to stay safe around different bodies of water during different seasons; links with annual Water Safety week; Year 4 swimming - what to do when facing difficulties in water</p>
<p><b>Road</b></p>	<p>Road Safety Week- all classes-age appropriate; Bikeability -KS2; Year 3 Feet First Walking Training- by Surrey CC;</p>
<p><b>Rail</b></p>	<p>"Rail Safe Friendly" - to learn about the dangers of railways and the consequences-all classes-age appropriate</p>
<p><b>Fire</b></p>	<p>Visit from local Fire Brigade EYFS/KS; Surrey Fire and Rescue Service- use of resources, activities and exercises to teach children about fire prevention, dangers and consequences - all classes- age appropriate</p>

## Progression of Skills

### Relationships Education- Families and People who care for me

Statutory requirement	<u>SCARF lesson plans that support the teaching and learning of this</u>
1. That families are important for children growing up because they can give love, security and stability.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Who are our special people?</a></li> <li>• <a href="#">Y2 My special people</a></li> <li>• <a href="#">Y3 Family and friends</a></li> <li>• <a href="#">Y4 Friend or acquaintance?</a></li> <li>• <a href="#">Y6 Advertising friendships!</a></li> <li>• <a href="#">Y6 What's the risk? (2)</a></li> </ul>
2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Who are our special people?</a></li> <li>• <a href="#">Y2 My special people</a></li> <li>• <a href="#">Y3 Family and friends</a></li> <li>• <a href="#">Y3 Looking after our special people</a></li> <li>• <a href="#">Y4 Friend or acquaintance?</a></li> <li>• <a href="#">Y6 Dan's day</a></li> </ul>
3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Same or different?</a></li> <li>• <a href="#">Y1 Who can help? (2)</a></li> <li>• <a href="#">Y1 Who are our special people?</a></li> <li>• <a href="#">Y1 Our special people balloons</a></li> <li>• <a href="#">Y2 My special people</a></li> <li>• <a href="#">Y3 Family and friends</a></li> <li>• <a href="#">Y3 Let's celebrate our differences</a></li> <li>• <a href="#">Y4 The people we share our world with</a></li> <li>• <a href="#">Y4 What would I do?</a></li> <li>• <a href="#">Y5 The land of the Red People</a></li> <li>• <a href="#">Y6 Don't force me</a></li> </ul>
4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Same or different?</a></li> <li>• <a href="#">Y1 Then and Now</a></li> <li>• <a href="#">Y1 Our special people balloons</a></li> <li>• <a href="#">Y1 Who can help? (2)</a></li> <li>• <a href="#">Y1 Who are our special people?</a></li> <li>• <a href="#">Y2 My special people</a></li> <li>• <a href="#">Y3 Family and friends</a></li> <li>• <a href="#">Y6 Advertising friendships!</a></li> <li>• <a href="#">Y6 Don't force me</a></li> </ul>
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	<ul style="list-style-type: none"> <li>• <a href="#">Y6 Don't force me</a></li> </ul>
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Good or bad touches?</a></li> <li>• <a href="#">Y1 Who can help? (1)</a></li> <li>• <a href="#">Y1 Sharing Pictures</a></li> <li>• <a href="#">Y6 Don't force me</a></li> </ul>

## Caring friendships

Statutory requirement	<u>SCARF lesson plans that support the teaching and learning of this</u>
<p>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Good friends</a></li> <li>• <a href="#">Y1 Keeping Privates Private</a></li> <li>• <a href="#">Y1 Sam Moves Away</a></li> <li>• <a href="#">Y2 Being a good friend</a></li> <li>• <a href="#">Y3 Looking after our special people</a></li> <li>• <a href="#">Y3 Friends are special</a></li> <li>• <a href="#">Y4 Together</a></li> <li>• <a href="#">Y4 Moving House</a></li> <li>• <a href="#">Y4 Friend or acquaintance?</a></li> <li>• <a href="#">Y4 Can you sort it?</a></li> <li>• <a href="#">Y5 Dear Ash</a></li> <li>• <a href="#">Y5 How good a friend are you? (optional)</a></li> <li>• <a href="#">Y5 Qualities of friendship</a></li> <li>• <a href="#">Y5 It could happen to anyone</a></li> <li>• <a href="#">Y6 Advertising friendships!</a></li> <li>• <a href="#">Y6 Dan's day</a></li> <li>• <a href="#">Y6 Joe's story (part 2)</a></li> </ul>
<p>2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Good friends</a></li> <li>• <a href="#">Y1 How are you listening?</a></li> <li>• <a href="#">Y1 Pass on the praise!</a></li> <li>• <a href="#">Y1 Harold has a bad day</a></li> <li>• <a href="#">Y1 It's not fair!</a></li> <li>• <a href="#">Y1 Unkind, tease or bully?</a></li> <li>• <a href="#">Y2 Being a good friend</a></li> <li>• <a href="#">Y3 Relationship Tree</a></li> <li>• <a href="#">Y3 Friends are special</a></li> <li>• <a href="#">Y3 Looking after our special people</a></li> <li>• <a href="#">Y4 Friend or acquaintance?</a></li> <li>• <a href="#">Y4 Ok or not ok? (part 2)</a></li> <li>• <a href="#">Y4 Ok or not ok? (part 1)</a></li> <li>• <a href="#">Y4 An email from Harold!</a></li> <li>• <a href="#">Y4 Can you sort it?</a></li> <li>• <a href="#">Y5 It could happen to anyone</a></li> <li>• <a href="#">Y5 Qualities of friendship</a></li> <li>• <a href="#">Y5 Give and take</a></li> <li>• <a href="#">Y5 How good a friend are you?</a></li> <li>• <a href="#">Y5 Relationship cake recipe</a></li> <li>• <a href="#">Y5 Being assertive</a></li> <li>• <a href="#">Y6 Dan's day</a></li> <li>• <a href="#">Y6 Advertising friendships!</a></li> <li>• <a href="#">Y6 Solve the friendship problem</a></li> <li>• <a href="#">Y6 OK to be different</a></li> <li>• <a href="#">Y6 What's the risk? (1)</a></li> <li>• <a href="#">Y6 Joe's story (part 1)</a></li> </ul>
<p>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Good friends</a></li> <li>• <a href="#">Y1 Unkind, tease or bully?</a></li> <li>• <a href="#">Y1 It's not fair!</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Y2 Being a good friend</a></li> <li>• <a href="#">Y2 An act of kindness</a></li> <li>• <a href="#">Y3 How can we solve this problem?</a></li> <li>• <a href="#">Y4 An email from Harold!</a></li> <li>• <a href="#">Y4 Ok or not ok? (part 1)</a></li> <li>• <a href="#">Y4 Keeping ourselves safe</a></li> <li>• <a href="#">Y4 Can you sort it?</a></li> <li>• <a href="#">Y5 How good a friend are you?</a></li> <li>• <a href="#">Y5 Give and take</a></li> <li>• <a href="#">Y5 Qualities of friendship</a></li> <li>• <a href="#">Y5 It could happen to anyone</a></li> <li>• <a href="#">Y5 Being assertive</a></li> <li>• <a href="#">Y5 Relationship cake recipe</a></li> <li>• <a href="#">Y5 The land of the Red People</a></li> <li>• <a href="#">Y6 What's the risk? (1)</a></li> <li>• <a href="#">Y6 Solve the friendship problem</a></li> <li>• <a href="#">Y6 Advertising friendships!</a></li> <li>• <a href="#">Y6 Dan's day</a></li> <li>• <a href="#">Y6 Joe's story (part 1)</a></li> <li>• <a href="#">Y6 Joe's story (part 2)</a></li> </ul>
<p>4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 How are you listening?</a></li> <li>• <a href="#">Y1 It's not fair!</a></li> <li>• <a href="#">Y1 Harold has a bad day</a></li> <li>• <a href="#">Y1 Sharing Pictures</a></li> <li>• <a href="#">Y1 Unkind, tease or bully?</a></li> <li>• <a href="#">Y1 Who can help? (1)</a></li> <li>• <a href="#">Y2 Solve the problem</a></li> <li>• <a href="#">Y3 How can we solve this problem?</a></li> <li>• <a href="#">Y3 Friends are special</a></li> <li>• <a href="#">Y4 Ok or not ok? (part 1)</a></li> <li>• <a href="#">Y4 Ok or not ok? (part 2)</a></li> <li>• <a href="#">Y4 Can you sort it?</a></li> <li>• <a href="#">Y4 What would I do?</a></li> <li>• <a href="#">Y5 Qualities of friendship</a></li> <li>• <a href="#">Y5 How good a friend are you?</a></li> <li>• <a href="#">Y5 Relationship cake recipe</a></li> <li>• <a href="#">Y6 Advertising friendships!</a></li> <li>• <a href="#">Y6 Solve the friendship problem</a></li> </ul>

## Respectful relationships

Statutory requirement	<b><u>SCARF lesson plans that support the teaching and learning of this</u></b>
<p>1. 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</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Pass on the praise!</a></li> <li>• <a href="#">Y1 How are you listening?</a></li> <li>• <a href="#">Y1 Same or different?</a></li> <li>• <a href="#">Y2 What makes us who we are?</a></li> <li>• <a href="#">Y3 Zeb</a></li> <li>• <a href="#">Y3 How can we solve this problem?</a></li> <li>• <a href="#">Y3 Let's celebrate our differences</a></li> <li>• <a href="#">Y3 Respect and challenge</a></li> <li>• <a href="#">Y3 Our friends and neighbours</a></li> <li>• <a href="#">Y3 Thanks</a></li> <li>• <a href="#">Y3 For or against?</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Y4 Ok or not ok? (part 1)</a></li> <li>• <a href="#">Y4 Ok or not ok? (part 2)</a></li> <li>• <a href="#">Y4 Friend or acquaintance?</a></li> <li>• <a href="#">Y4 Under pressure</a></li> <li>• <a href="#">Y4 What makes me ME!</a></li> <li>• <a href="#">Y4 Can you sort it?</a></li> <li>• <a href="#">Y4 The people we share our world with</a></li> <li>• <a href="#">Y4 Making choices</a></li> <li>• <a href="#">Y4 What would I do?</a></li> <li>• <a href="#">Y5 Qualities of friendship</a></li> <li>• <a href="#">Y5 Happy being me</a></li> <li>• <a href="#">Y5 Kind conversations</a></li> <li>• <a href="#">Y5 Being assertive</a></li> <li>• <a href="#">Y5 Spot bullying</a></li> <li>• <a href="#">Y5 Is it true?</a></li> <li>• <a href="#">Y5 The land of the Red People</a></li> <li>• <a href="#">Y6 What's the risk? (1)</a></li> <li>• <a href="#">Y6 OK to be different</a></li> <li>• <a href="#">Y6 Respecting differences</a></li> <li>• <a href="#">Y6 Don't force me</a></li> <li>• <a href="#">Y6 Joe's story (part 1)</a></li> <li>• <a href="#">Y6 Boys will be boys? - challenging gender stereotypes</a></li> <li>• <a href="#">Y6 Behave yourself</a></li> <li>• <a href="#">Y6 We have more in common than not</a></li> <li>• <a href="#">Y6 Tolerance and respect for others</a></li> </ul>
<p>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Same or different?</a></li> <li>• <a href="#">Y1 Why we have classroom rules</a></li> <li>• <a href="#">Y1 Harold has a bad day</a></li> <li>• <a href="#">Y1 It's not fair!</a></li> <li>• <a href="#">Y2 How do we make others feel?</a></li> <li>• <a href="#">Y2 Our ideal classroom (1)-(2) optional</a></li> <li>• <a href="#">Y2 What makes us who we are?</a></li> <li>• <a href="#">Y2 An act of kindness</a></li> <li>• <a href="#">Y3 Let's celebrate our differences</a></li> <li>• <a href="#">Y3 For or against?</a></li> <li>• <a href="#">Y3 Thanks</a></li> <li>• <a href="#">Y3 Our friends and neighbours</a></li> <li>• <a href="#">Y4 Ok or not ok? (part 1)</a></li> <li>• <a href="#">Y4 What would I do?</a></li> <li>• <a href="#">Y4 The people we share our world with</a></li> <li>• <a href="#">Y4 Can you sort it?</a></li> <li>• <a href="#">Y4 What makes me ME!</a></li> <li>• <a href="#">Y4 Human machines</a></li> <li>• <a href="#">Y5 Kind conversations</a></li> <li>• <a href="#">Y5 Happy being me</a></li> <li>• <a href="#">Y5 Qualities of friendship</a></li> <li>• <a href="#">Y5 The land of the Red People</a></li> <li>• <a href="#">Y5 Is it true?</a></li> <li>• <a href="#">Y5 Ella's diary dilemma</a></li> <li>• <a href="#">Y6 Respecting differences</a></li> <li>• <a href="#">Y6 Tolerance and respect for others</a></li> <li>• <a href="#">Y6 Behave yourself</a></li> <li>• <a href="#">Y6 Boys will be boys? - challenging gender stereotypes</a></li> <li>• <a href="#">Y6 Assertiveness skills</a></li> </ul>
<p>3. The conventions of courtesy and manners.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Pass on the praise!</a></li> <li>• <a href="#">Y1 It's not fair!</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Harold has a bad day</a></li> <li>• <a href="#">Y1 Why we have classroom rules</a></li> <li>• <a href="#">Y1 Harold's school rules</a></li> <li>• <a href="#">Y2 Our ideal classroom (2) optional</a></li> <li>• <a href="#">Y2 An act of kindness</a></li> <li>• <a href="#">Y2 Getting on with others</a></li> <li>• <a href="#">Y3 Respect and challenge</a></li> <li>• <a href="#">Y3 Thanks</a></li> <li>• <a href="#">Y3 For or against?</a></li> <li>• <a href="#">Y4 In the news!</a></li> <li>• <a href="#">Y4 What would I do?</a></li> <li>• <a href="#">Y5 Qualities of friendship</a></li> <li>• <a href="#">Y5 Happy being me</a></li> <li>• <a href="#">Y5 Relationship cake recipe</a></li> <li>• <a href="#">Y6 Respecting differences</a></li> </ul>
<p>4. The importance of self-respect and how this links to their own happiness.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y4 Keeping ourselves safe</a></li> <li>• <a href="#">Y4 How dare you!</a></li> <li>• <a href="#">Y4 What makes me ME!</a></li> <li>• <a href="#">Y4 Ok or not ok? (part 2)</a></li> <li>• <a href="#">Y5 Happy being me</a></li> <li>• <a href="#">Y5 Kind conversations</a></li> <li>• <a href="#">Y5 Qualities of friendship</a></li> <li>• <a href="#">Y5 The land of the Red People</a></li> <li>• <a href="#">Y5 Relationship cake recipe</a></li> <li>• <a href="#">Y5 Ella's diary dilemma</a></li> <li>• <a href="#">Y6 What's the risk? (1)</a></li> <li>• <a href="#">Y6 Assertiveness skills</a></li> <li>• <a href="#">Y6 Behave yourself</a></li> <li>• <a href="#">Y6 Joe's story (part 1)</a></li> </ul>
<p>5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Pass on the praise!</a></li> <li>• <a href="#">Y1 Who can help? (2)</a></li> <li>• <a href="#">Y1 Harold's school rules</a></li> <li>• <a href="#">Y1 Taking care of something</a></li> <li>• <a href="#">Y1 Unkind, tease or bully?</a></li> <li>• <a href="#">Y1 Harold has a bad day</a></li> <li>• <a href="#">Y2 Bullying or teasing? optional</a></li> <li>• <a href="#">Y2 Don't do that!</a></li> <li>• <a href="#">Y2 Getting on with others</a></li> <li>• <a href="#">Y2 Types of bullying</a></li> <li>• <a href="#">Y3 Zeb</a></li> <li>• <a href="#">Y4 Ok or not ok? (part 2)</a></li> <li>• <a href="#">Y4 Ok or not ok? (part 1)</a></li> <li>• <a href="#">Y4 Safety in numbers</a></li> <li>• <a href="#">Y4 Can you sort it?</a></li> <li>• <a href="#">Y4 The people we share our world with</a></li> <li>• <a href="#">Y4 What would I do?</a></li> <li>• <a href="#">Y5 Qualities of friendship</a></li> <li>• <a href="#">Y5 Kind conversations</a></li> <li>• <a href="#">Y5 Happy being me</a></li> <li>• <a href="#">Y5 Ella's diary dilemma</a></li> <li>• <a href="#">Y5 Relationship cake recipe</a></li> <li>• <a href="#">Y5 The land of the Red People</a></li> <li>• <a href="#">Y6 Respecting differences</a></li> <li>• <a href="#">Y6 Behave yourself</a></li> <li>• <a href="#">Y6 Assertiveness skills</a></li> <li>• <a href="#">Y6 Don't force me</a></li> <li>• <a href="#">Y6 Tolerance and respect for others</a></li> <li>• <a href="#">Y6 We have more in common than not</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Y6 Acting appropriately</a></li> </ul>
6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Unkind, tease or bully?</a></li> <li>• <a href="#">Y1 Who can help? (2)</a></li> <li>• <a href="#">Y2 Don't do that!</a></li> <li>• <a href="#">Y2 Bullying or teasing?</a></li> <li>• <a href="#">Y2 Types of bullying</a></li> <li>• <a href="#">Y2 Getting on with others</a></li> <li>• <a href="#">Y3 Zeb</a></li> <li>• <a href="#">Y3 Let's celebrate our differences</a></li> <li>• <a href="#">Y4 Safety in numbers</a></li> <li>• <a href="#">Y4 Under pressure</a></li> <li>• <a href="#">Y4 What would I do?</a></li> <li>• <a href="#">Y4 Keeping ourselves safe</a></li> <li>• <a href="#">Y4 How dare you!</a></li> <li>• <a href="#">Y5 Happy being me</a></li> <li>• <a href="#">Y5 Is it true?</a></li> <li>• <a href="#">Y6 OK to be different</a></li> <li>• <a href="#">Y6 What's the risk? (1)</a></li> <li>• <a href="#">Y6 Acting appropriately</a></li> <li>• <a href="#">Y6 We have more in common than not</a></li> <li>• <a href="#">Y6 Behave yourself</a></li> <li>• <a href="#">Y6 Boys will be boys? - challenging gender stereotypes</a></li> </ul>
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	<ul style="list-style-type: none"> <li>• <a href="#">Y3 Zeb</a></li> <li>• <a href="#">Y3 Family and friends</a></li> <li>• <a href="#">Y4 That is such a stereotype!</a></li> <li>• <a href="#">Y5 Happy being me</a></li> <li>• <a href="#">Y5 Is it true?</a></li> <li>• <a href="#">Y6 Boys will be boys? - challenging gender stereotypes</a></li> <li>• <a href="#">Y6 Two sides to every story</a></li> </ul>
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Good or bad touches?</a></li> <li>• <a href="#">Y1 Sharing Pictures</a></li> <li>• <a href="#">Y2 Respecting Privacy</a></li> <li>• <a href="#">Y3 Body Space</a></li> <li>• <a href="#">Y4 Islands</a></li> <li>• <a href="#">Y5 Ella's diary dilemma</a></li> <li>• <a href="#">Y6 It's a puzzle</a></li> <li>• <a href="#">Y6 Think before you click!</a></li> <li>• <a href="#">Y6 Don't force me</a></li> <li>• <a href="#">Y6 Assertiveness skills (formerly Behave yourself - 2)</a></li> <li>• <a href="#">Y6 Fakebook friends</a></li> </ul>

## Online relationships

Statutory requirement	<b><u>SCARF lesson plans that support the teaching and learning of this</u></b>
1. That people sometimes behave differently online, including by pretending to be someone they are not.	<ul style="list-style-type: none"> <li>• <a href="#">Y3 I am fantastic!</a></li> <li>• <a href="#">Y3 None of your business!</a></li> <li>• <a href="#">Y6 Fakebook friends</a></li> <li>• <a href="#">Y6 Pressure online</a></li> </ul>

<p>2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y3 None of your business!</a></li> <li>• <a href="#">Y3 Relationship Tree</a></li> <li>• <a href="#">Y3 Zeb</a></li> <li>• <a href="#">Y3 Let's celebrate our differences</a></li> <li>• <a href="#">Y4 How do we make a difference?</a></li> <li>• <a href="#">Y5 Is it true?</a></li> <li>• <a href="#">Y5 Communication (optional)</a></li> <li>• <a href="#">Y6 It's a puzzle</a></li> <li>• <a href="#">Y6 Think before you click!</a></li> </ul>
<p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y3 None of your business!</a></li> <li>• <a href="#">Y3 Super Searcher</a></li> <li>• <a href="#">Y4 Picture Wise</a></li> <li>• <a href="#">Y5 Communication</a></li> <li>• <a href="#">Y5 Is it true?</a></li> <li>• <a href="#">Y6 It's a puzzle</a></li> <li>• <a href="#">Y6 Think before you click!</a></li> <li>• <a href="#">Y6 Pressure online</a></li> <li>• <a href="#">Y6 To share or not to share?</a></li> <li>• <a href="#">Y6 What's the risk? (2)</a></li> <li>• </li> </ul>
<p>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y3 Super Searcher</a></li> <li>• <a href="#">Y3 None of your business!</a></li> <li>• <a href="#">Y5 Is it true?</a></li> <li>• <a href="#">Y5 Would you?</a></li> <li>• <a href="#">Y5 Fact or opinion?</a></li> <li>• <a href="#">Y6 Pressure online</a></li> <li>• <a href="#">Y6 It's a puzzle</a></li> <li>• <a href="#">Y6 Think before you click!</a></li> </ul>
<p>5. How information and data is shared and used online.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y3 None of your business!</a></li> <li>• <a href="#">Y3 Super Searcher</a></li> <li>• <a href="#">Y4 Picture Wise</a></li> <li>• <a href="#">Y4 In the news!</a></li> <li>• <a href="#">Y4 That is such a stereotype!</a></li> <li>• <a href="#">Y4 Raisin challenge (2)</a></li> <li>• <a href="#">Y5 Is it true?</a></li> <li>• <a href="#">Y5 Spot bullying</a></li> <li>• <a href="#">Y6 It's a puzzle</a></li> <li>• <a href="#">Y6 Pressure online</a></li> <li>• <a href="#">Y6 To share or not to share?</a></li> <li>• </li> </ul>

## Being safe

Statutory requirement	<b><u>SCARF lesson plans that support the teaching and learning of this</u></b>
<p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Good or bad touches?</a></li> <li>• <a href="#">Y1 Who can help? (2)</a></li> <li>• <a href="#">Y1 Harold's school rules</a></li> <li>• <a href="#">Y1 Sharing Pictures</a></li> <li>• <a href="#">Y2 How safe would you feel?</a></li> <li>• <a href="#">Y2 What should Harold say?</a></li> <li>• <a href="#">Y2 Should I tell?</a></li> <li>• <a href="#">Y2 Fun or not?</a></li> <li>• <a href="#">Y3 Dan's dare</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Y3 Safe or unsafe?</a></li> <li>• <a href="#">Y3 None of your business!</a></li> <li>• <a href="#">Y3 Raisin challenge (1)</a></li> <li>• <a href="#">Y4 Raisin challenge (2)</a></li> <li>• <a href="#">Y4 Islands</a></li> <li>• <a href="#">Y4 How dare you!</a></li> <li>• <a href="#">Y5 Is it true?</a></li> <li>• <a href="#">Y5 Would you risk it?</a></li> <li>• <a href="#">Y5 Ella's diary dilemma</a></li> <li>• <a href="#">Y6 It's a puzzle</a></li> <li>• <a href="#">Y6 Think before you click!</a></li> <li>• <a href="#">Y6 What's the risk? (1)</a></li> <li>• <a href="#">Y6 To share or not to share?</a></li> <li>• <a href="#">Y6 What's the risk? (2)</a></li> <li>• <a href="#">Y6 Acting appropriately</a></li> <li>• <a href="#">Y6 Pressure online</a></li> </ul>
<p>2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Sharing Pictures</a></li> <li>• <a href="#">Y1 Good or bad touches?</a></li> <li>• <a href="#">Y1 Keeping Privates Private</a></li> <li>• <a href="#">Y2 Should I tell?</a></li> <li>• <a href="#">Y2 Some secrets should never be kept</a></li> <li>• <a href="#">Y3 Secret or surprise?</a></li> <li>• <a href="#">Y4 Secret or surprise?</a></li> <li>• <a href="#">Y5 Ella's diary dilemma</a></li> <li>• <a href="#">Y6 It's a puzzle</a></li> <li>• <a href="#">Y6 Acting appropriately</a></li> <li>• <a href="#">Y6 What's the risk? (2)</a></li> <li>• <a href="#">Y6 To share or not to share?</a></li> </ul>
<p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Keeping Privates Private</a></li> <li>• <a href="#">Y2 My Body Your Body</a></li> <li>• <a href="#">Y2 I don't like that!</a></li> <li>• <a href="#">Y2 Fun or not?</a></li> <li>• <a href="#">Y3 Body space</a></li> <li>• <a href="#">Y4 Islands</a></li> <li>• <a href="#">Y6 To share or not to share?</a></li> <li>• <a href="#">Y6 Acting appropriately</a></li> <li>• <a href="#">Y6 Pressure online</a></li> <li>• </li> </ul>
<p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Surprises and secrets</a></li> <li>• <a href="#">Y2 I don't like that!</a></li> <li>• <a href="#">Y2 What should Harold say?</a></li> <li>• <a href="#">Y3 Danger or risk?</a></li> <li>• <a href="#">Y3 Safe or unsafe?</a></li> <li>• <a href="#">Y3 None of your business!</a></li> <li>• <a href="#">Y4 Danger, risk or hazard?</a></li> <li>• <a href="#">Y6 It's a puzzle</a></li> <li>• <a href="#">Y6 Pressure online</a></li> <li>• <a href="#">Y6 Acting appropriately</a></li> <li>• <a href="#">Y6 What's the risk? (2)</a></li> </ul>
<p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Surprises and secrets</a></li> <li>• <a href="#">Y1 Good or bad touches?</a></li> <li>• <a href="#">Y1 Thinking about feelings</a></li> <li>• <a href="#">Y1 Our feelings</a></li> <li>• <a href="#">Y1 Who can help? (1)</a></li> <li>• <a href="#">Y2 How safe would you feel?</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Y2 Should I tell?</a></li> <li>• <a href="#">Y2 Fun or not?</a></li> <li>• <a href="#">Y3 Safe or unsafe?</a></li> <li>• <a href="#">Y3 The Risk Robot</a></li> <li>• <a href="#">Y3 None of your business!</a></li> <li>• <a href="#">Y4 Danger, risk or hazard?</a></li> <li>• <a href="#">Y4 Islands</a></li> <li>• <a href="#">Y6 Acting appropriately</a></li> <li>• <a href="#">Y6 Pressure online</a></li> </ul>
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Surprises and secrets</a></li> <li>• <a href="#">Y2 Feeling safe</a></li> <li>• <a href="#">Y3 Raisin challenge (1)</a></li> <li>• <a href="#">Y4 Who helps us stay healthy and safe?</a></li> <li>• <a href="#">Y4 How dare you!</a></li> <li>• <a href="#">Y6 Acting appropriately</a></li> <li>• <a href="#">Y6 Behave yourself</a></li> </ul>
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Surprises and secrets</a></li> <li>• <a href="#">Y1 Good or bad touches?</a></li> <li>• <a href="#">Y2 Feeling safe</a></li> <li>• <a href="#">Y4 Who helps us stay healthy and safe?</a></li> <li>• <a href="#">Y4 Safety in numbers</a></li> <li>• <a href="#">Y6 Don't force me</a></li> <li>• <a href="#">Y6 Acting appropriately</a></li> <li>• <a href="#">Y6 To share or not to share?</a></li> </ul>
8. Where to get advice e.g. family, school and/or other sources.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Surprises and secrets</a></li> <li>• <a href="#">Y1 Good or bad touches?</a></li> <li>• <a href="#">Y2 Feeling safe</a></li> <li>• <a href="#">Y3 Helping each other to stay safe</a></li> <li>• <a href="#">Y4 Who helps us stay healthy and safe?</a></li> <li>• <a href="#">Y6 Acting appropriately</a></li> </ul>

## Physical Health & Mental Wellbeing

### Mental wellbeing

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. That mental wellbeing is a normal part of daily life, in the same way as physical health.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Our Feelings</a></li> <li>• <a href="#">Y4 Different Feelings</a></li> <li>• <a href="#">Y5 How good a friend are you?</a></li> <li>• <a href="#">Y6 Dan's Day</a></li> <li>• <a href="#">Y6 Fakebook Friends</a></li> </ul>

<p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Our Feelings</a></li> <li>• <a href="#">Y1 Harold Loses Geoffrey</a></li> <li>• <a href="#">Y1 Thinking about Feelings</a></li> <li>• <a href="#">Y2 I don't like that!</a></li> <li>• <a href="#">Y4 Different Feelings</a></li> <li>• <a href="#">Y4 My Feelings are all over the place</a></li> <li>• <a href="#">Y5 Talking about our Feelings</a></li> <li>• <a href="#">Y5 How are they Feeling?</a></li> <li>• <a href="#">Y6 How good a Friend are you?</a></li> <li>• <a href="#">Y6 Dan's Day</a></li> </ul>
<p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Our Feelings</a></li> <li>• <a href="#">Y1 Thinking about Feelings</a></li> <li>• <a href="#">Y2 When I feel like Erupting</a></li> <li>• <a href="#">Y2 How do we make others feel?</a></li> <li>• <a href="#">Y2 My Day</a></li> <li>• <a href="#">Y2 An Act of Kindness</a></li> <li>• <a href="#">Y4 An email from Harold!</a></li> <li>• <a href="#">Y4 Different Feelings</a></li> <li>• <a href="#">Y4 Ok or not ok?(part 1)</a></li> <li>• <a href="#">Y4 Ok or not ok?(part 2)</a></li> <li>• <a href="#">Y4 Secret or surprise?</a></li> <li>• <a href="#">Y5 How good a friend are you?</a></li> <li>• <a href="#">Y6 Dan's day</a></li> </ul>
<p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Our feelings</a></li> <li>• <a href="#">Y1 Thinking about feelings</a></li> <li>• <a href="#">Y2 When I feel like erupting</a></li> <li>• <a href="#">Y4 Different feelings</a></li> <li>• <a href="#">Y4 How dare you!</a></li> <li>• <a href="#">Y4 Islands</a></li> <li>• <a href="#">Y6 Dan's day</a></li> <li>• <a href="#">Y6 Joe's story (part 1)</a></li> </ul>
<p>5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y3 My community</a></li> <li>• <a href="#">Y5 Mo makes a difference</a></li> </ul>
<p>6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Who are our special people?</a></li> <li>• <a href="#">Y6 Joe's story (part 1)</a></li> </ul>
<p>7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Thinking about feelings</a></li> <li>• <a href="#">Y1 Our feelings</a></li> <li>• <a href="#">Y2 When someone is feeling left out</a></li> <li>• <a href="#">Y4 An email from Harold!</a></li> <li>• <a href="#">Y6 Joe's story (part 1)</a></li> </ul>
<p>8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Who can help? (2)</a></li> <li>• <a href="#">Y1 Unkind, tease or bully?</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Y3 Let's Celebrate our differences</a></li> <li>• <a href="#">Y3 Zeb</a></li> <li>• <a href="#">Y4 Under Pressure</a></li> <li>• <a href="#">Y5 Spot bullying</a></li> <li>• <a href="#">Y5 Communication</a></li> </ul>
9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Harold loses Geoffrey</a></li> <li>• <a href="#">Y2, I don't like that!</a></li> <li>• <a href="#">Y4 Different Feelings</a></li> <li>• <a href="#">Y5 How good a friend are you?</a></li> </ul>

## Internet safety and harms

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. That for most people the internet is an integral part of life and has many benefits.	<ul style="list-style-type: none"> <li>• <a href="#">Y3 Super Searcher</a></li> <li>• <a href="#">Y6 It's a puzzle</a></li> </ul>
2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	<ul style="list-style-type: none"> <li>• <a href="#">Y4 Raisin Challenge(2)</a></li> <li>• <a href="#">Y4 It's That's such a stereotype!</a></li> <li>• <a href="#">Y5 Is it true?</a></li> <li>• <a href="#">Y6 Boys will be boys?- challenging gender stereotypes</a></li> </ul>
3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	<ul style="list-style-type: none"> <li>• <a href="#">Y3 Super searcher</a></li> <li>• <a href="#">Y3, None of your business!</a></li> <li>• <a href="#">Y4 Picture wise</a></li> <li>• <a href="#">Y5 Is it true?</a></li> <li>• <a href="#">Y6 It's a puzzle</a></li> <li>• <a href="#">Y6 To share or not to share?</a></li> </ul>
4. Why social media, some computer games and online gaming, for example, are age restricted.	<ul style="list-style-type: none"> <li>• <a href="#">Y5 Spot Bullying</a></li> <li>• <a href="#">Y5 Star Qualities?</a></li> <li>• <a href="#">Y6 Think before you Click!</a></li> <li>• <a href="#">Y6 To Fakebook Friends</a></li> </ul>
5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	<ul style="list-style-type: none"> <li>• <a href="#">Y3 Zeb</a></li> <li>• <a href="#">Y3 Let's celebrate our Differences</a></li> <li>• <a href="#">Y3 None of your Business!</a></li> <li>• <a href="#">Y4 Under Pressure</a></li> <li>• <a href="#">Y5 Would You Risk it?</a></li> <li>• <a href="#">Y5 Is it true?</a></li> <li>• <a href="#">Y6 It's a Puzzle</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Y6 Think before you Click!</a></li> <li>• <a href="#">Y6 To share or not to share?</a></li> <li>• <a href="#">Y6 Pressure online</a></li> <li>• <a href="#">Y6 I Look good</a></li> <li>• </li> </ul>
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	<ul style="list-style-type: none"> <li>• <a href="#">Y3 Super searcher</a></li> <li>• <a href="#">Y4 In the News!</a></li> <li>• <a href="#">Y5 Is it true?</a></li> <li>• <a href="#">Y5 What's the story?</a></li> <li>• <a href="#">Y5 Smoking: What is normal? (Optional)</a></li> <li>• <a href="#">Y5 Fact or opinion?</a></li> <li>• <a href="#">Y6 Boys will be boys?- challenging gender stereotypes</a></li> <li>• <a href="#">Y6 Fakebook Friends</a></li> <li>• <a href="#">Y6 Two sides to every story</a></li> <li>• <a href="#">Y6 What's the risk?(2)</a></li> <li>• <a href="#">Y6 Media Manipulation</a></li> </ul>
7. Where and how to report concerns and get support with issues online.	<ul style="list-style-type: none"> <li>• <a href="#">Y3 None of your business!</a></li> <li>• <a href="#">Y4 In the News!</a></li> <li>• <a href="#">Y5 Would You Risk it?</a></li> <li>• <a href="#">Y6 It's a puzzle</a></li> <li>• <a href="#">Y6 To share or not to share?</a></li> </ul>

## Physical health and fitness

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. The characteristics and mental and physical benefits of an active lifestyle.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Healthy Me</a></li> <li>• <a href="#">Y2 My Body Needs..</a></li> </ul>
2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	<ul style="list-style-type: none"> <li>• <a href="#">Y2 My Day</a></li> <li>• <a href="#">Y5 What's the story?</a></li> </ul>
3. The risks associated with an inactive lifestyle (including obesity).	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Healthy Me</a></li> <li>• <a href="#">Y5 What's the story?</a></li> </ul>
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	<ul style="list-style-type: none"> <li>• <a href="#">Y2 Haven't you Grown</a></li> <li>• <a href="#">Y2 My Body Your Body</a></li> <li>• <a href="#">Y4 Who helps us stay healthy and safe?</a></li> </ul>

## Healthy eating

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	<ul style="list-style-type: none"> <li>• <a href="#">Y1 I can eat a rainbow</a></li> <li>• <a href="#">Y1 Eat Well</a></li> <li>• <a href="#">Y2 My Day</a></li> <li>• <a href="#">Y2 My Body needs...</a></li> <li>• <a href="#">Y3 Derek cooks dinner (healthy eating)</a></li> <li>• <a href="#">Y4 Danger, Risk or Hazard?</a></li> <li>• <a href="#">Y4 SCARF Hotel</a></li> <li>• <a href="#">Y5 What's the story</a></li> </ul>
2. The principles of planning and preparing a range of healthy meals.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 I can eat a rainbow</a></li> <li>• <a href="#">Y1 Eat Well</a></li> <li>• <a href="#">Y3 Derek cooks dinner (healthy eating)</a></li> <li>• <a href="#">Y4 Danger, Risk or Hazard?</a></li> <li>• <a href="#">Y4 SCARF Hotel</a></li> </ul>
3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	<ul style="list-style-type: none"> <li>• <a href="#">Y1 I can eat a rainbow</a></li> <li>• <a href="#">Y1 Eat Well</a></li> <li>• <a href="#">Y3 Derek cooks dinner (healthy eating)</a></li> <li>• <a href="#">Y3 Alcohol and cigarettes: the facts</a></li> <li>• <a href="#">Y4 SCARF Hotel</a></li> <li>• <a href="#">Y6 Joe's story (part1)</a></li> </ul>

## Drugs, alcohol and tobacco

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 What could Harold do?</a></li> <li>• <a href="#">Y3 Alcohol and cigarettes: the facts</a></li> <li>• <a href="#">Y5 Getting Fit</a></li> <li>• <a href="#">Y6 What's the risk?(1)</a></li> </ul>

## Health and prevention

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Super sleep</a></li> <li>• <a href="#">Y1 Healthy Me</a></li> <li>• <a href="#">Y2 My Body Needs...</a></li> </ul>

4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Healthy Me</a></li> <li>• <a href="#">Y2 Harold's Bathroom</a></li> </ul>
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	<ul style="list-style-type: none"> <li>• <a href="#">Y1 Catch it! Bin it! Kill it!</a></li> <li>• <a href="#">Y2 Harold's postcard - helping us to keep clean and healthy</a></li> <li>• <a href="#">Y3 Poorly Harold</a></li> </ul>
6. The facts and science relating to allergies, immunisation and vaccination.	<ul style="list-style-type: none"> <li>• <a href="#">Y2 Harold's postcard - helping us to keep clean and healthy</a></li> </ul>

## Basic first-aid

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. How to make a clear and efficient call to emergency services if necessary.	All Year Groups Basic First Aid except Reception <a href="#">Year 2 Feeling Safe</a>
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All Year groups Basic First Aid

## Appendix 3: Example of Year 6 Letter to Parents



### WESTFIELD PRIMARY SCHOOL



Dear Parents/Carers

As part of the Year 6 RSHE curriculum, your children will be taught about reproduction, understanding relationships, conception and pregnancy and communicating in relationships. The Year 6 coverage looks specifically at how babies are made, as well as at the wonder of new life. At this stage, there will be no discussion of contraception and sexually transmitted diseases, which are part of the KS3 curriculum and will be covered at secondary school.

We have attached a copy of the school policy for coverage of the National Curriculum at Key Stage 2. We will be using BBC online videos (KS2) to support children's understanding. The lessons will be taught in the weeks after half term, beginning \_\_\_\_\_. There is a total of 7 lessons in all.

In order that parents have an understanding of the level their children are working at on this topic, there will be an opportunity to view the BBC online videos before it is shown to the children. You are therefore invited to join us in Falcons Classroom on \_\_\_\_\_ at \_\_\_\_\_ to view the videos and raise any queries regarding our coverage of this important topic. Due to the nature of this material, it would not be appropriate to bring younger siblings to this meeting. Please note that Mrs Lee (RSHE Lead) is also able to answer any questions you may have about the school's policy or any particular issues for your family.

You have the right to withdraw your child from all or some parts of the sex and relationships lessons. Your child will be given some learning activities to be completed in a different classroom. To withdraw your child from these lessons you will need to ask for a withdrawal form from the school office and return it to school.

Many thanks for your support in this matter.

Year 6 class Teachers

**By the End of KS2, pupils will be able to:**

Form opinions that they can articulate to a variety of audiences	Express opinions, for example, about relationships and bullying	Identify adults they can trust and who they can ask for help	Respect other people's viewpoints and beliefs
Recognise and challenge stereotypes, for example in relation to gender	Be self-confident in a wide range of situations, such as seeking new friends	Recognise the pressure of unwanted physical contact, and know ways of resisting it	Recognise their changing emotions with friends and family and be able to express their feelings positively
	Listen to, support their friends and manage friendship problems		Recognise their own worth and identify positive things about themselves
			Balance the stresses of life in order to promote both their mental health and wellbeing and that of others
			See things from other people's viewpoints, for example, their parents and carers
			Discuss moral questions

**Pupils will know and understand:**

That the life processes common to humans and other animals include growth and reproduction* (Year 6)	The many relationships in which they are all involved	That safe routines can stop the spread of viruses (Specifically excluding HIV at this stage).	About different forms of bullying and the feelings of bullies as well as victims
About the main stages of the human life cycle* (Year 6)	Where individual families and groups can find help	About keeping themselves safe when involved in risky activities	
	About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together	That their actions have consequences and be able to anticipate the results of them	
How the media impact on the forming of attitudes			

**Pupils will have considered:**

Why being different can provoke bullying and why this is unacceptable	The diversity of values and customs in the school and in the community	When it is appropriate to take a risk and when to say no and seek help	Others' points of view, including their parents' or carers'
The need for trust and love in established relationships			

## Year Group Specific Coverage: Year 6

In addition to general coverage of RSHE topics through the Creative Curriculum, Year 6 will also cover the Relationships and Sex Education Programme agreed by the School Governors. This is in line with the core Science and RSHE Learning Outcomes (Appendix 1) and includes:

- Series of Powerpoint Presentations outlining the key learning, in particular: body parts related to reproduction in male and female, and puberty, including personal hygiene. (See Appendix 3 for a list of vocabulary used.)
- The wonder of reproduction - including in-utero photography of developing foetus.
- Consolidation of knowledge of puberty and explanation of how a baby is conceived and born. (Including BBC online videos)
- The opportunity for single sex groups to answer questions and explore personal issues.

The Sex Education Programme takes place in an approach which values long-term relationships, and stable environments, in which to raise a child.

### Appendix 3 -Year 6 Vocabulary List

Set out below is a list of the vocabulary that will be used when teaching the Sex Education programme of lessons to Year 6. These words listed are mentioned in the video, which will be shown to the children, or are required as part of the lesson content:-

egg	fertilized embryo	baby	child	
adolescence	adult	puberty	hygiene	
genitals	penis	urethra	anus	testis
scrotum	foreskin	vagina	clitoris	
menstruation	uterus	ovary	fallopian tubes	
masturbation	cervix	erection	semen	
wet dream	periods	old person	hygiene	
sanitary towels/tampons	reproductive system			
intercourse	gestation	ejaculation		

## Appendix 4: Parent form: withdrawal from sex education in Year 6

### 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			

### TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	<b>Include notes from discussions with parents and agreed actions taken.</b> <b>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</b>