

# **Relationships & Health Education Policy – Learning for Life**

March 2024

Next Review: September 2025

Reviewed by: Hayley Collins



## **Our Mission**

We believe in the importance of children engaging, enriching and excelling at school. This allows them to make the very best progress they can in their learning, both academic learning and in the learning about themselves, their relationships, making a positive difference in their community and the world in which they live.

The school will build on the qualities and skills, which parents have fostered in the child at home. From the beginning, staff and governors will aim to create a caring and disciplined environment in which each child's well-being is valued and they are viewed as an individual.

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum.

We help all children to grow emotionally and to learn that courtesy, excellent manners, first class behaviour and consideration and respect for others are very important qualities. We hope all our children will become, happy, responsible, and independent young people.

## **Our Vision**

We want all Westfield children to foster a 'Love of Learning and a Love of Life', enabling them to excel, be they best they can and achieve the necessary life skills for their future.

## **WHO HAS BEEN INVOLVED IN THE POLICY'S DEVELOPMENT AND CONSULTATION:**

- **Inclusion Leader**
- **Head Teacher**
- **Governors**
- **Staff**
- **Parents**

The policy reflects the DfES 2021 SRE guidance and guidance from the PSHE Association, the Sex Education Forum and the local authority.

All school personnel, parents<sup>1</sup> and pupils have been made aware of this policy. The policy will be available to parents through our school website.

## **DEFINITION OF RELATIONSHIPS EDUCATION:**

Relationships Education is "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health."

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<sup>1</sup> The word parent also refers to carers

**(DfES, 2000: 5)**

Relationships Education “is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline”.

**(Brook, SEF, PSHE Association, 2014: 3)**

**AIMS AND OUTCOMES OF LEARNING FOR LIFE IN THE CURRICULUM:**

The overall aim of Learning for Life (Relationships Education) is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

Learning for Life provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

**MORALS, VALUES, EQUALITIES AND SAFEGUARDING**

The Learning for Life programme at Westfield Primary reflects our ethos and demonstrates and encourages the following values:

- Respect
- Kindness
- Consideration

Further to this, Learning for Life will support our duty to promote the development of pupils’ spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the school’s safeguarding and child protection protocols.

This school is committed to the provision of Learning for Life to all of its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family background.

## CONTENT OF THE SCHOOL LEARNING FOR LIFE PROGRAMME

Appendix 1 details the compulsory statutory requirements and the progression of skills that students acquire, through the delivery of the Coram Life SCARF programme and The Christopher Winter Project during their years at Westfield Primary School. In addition to these lessons, teachers can make use of other resources in order to support their delivery of the Learning for Life curriculum. For the RSE element of Learning for Life we use The Christopher Winter Project throughout the school and use additional resources to support the delivery of this. See the RSE Policy for a detailed curriculum map.

Appendix 2 details the whole school half term overview. Some areas of learning that are stated below are taught throughout the year or when the topic is most relevant:

### Mental health Statutory requirement 10

It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

At Westfield this is taught throughout the school year and highlighted during our weekly wellbeing time on Monday afternoons, when we take part in Wellbeing week and mental health day.

### Health And prevention Statutory requirement 1

How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.

At Westfield we cover this in lots of areas such as Learning for Life and PE. We talk about normal changes to the body and what happens when we feel well or unwell and we teach children to talk to an adult if they notice any changes to their bodies that they are concerned about.

### Health And prevention Statutory requirement 2

About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including cancer.

During the summer and at any other time of the year that the weather is hot staff talk to children about safety in the sun. Children are expected to bring in a water bottle, a sun hat and sun cream and adults explain the importance of using these items.

## HOW LEARNING FOR LIFE IS ORGANISED IN THE CURRICULUM

Relationships & Health Education is not delivered in isolation, but firmly embedded in all curriculum areas including Learning for Life, Citizenship, RE and Science. At Westfield Primary School the main content is delivered as a discrete lesson on a weekly basis. All year groups follow the same order of topics.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups	Me & My Relationships – includes feelings/emotions/conflict resolution/friendships	Keeping Myself Safe – includes aspects of relationships education	Being My Best – includes keeping healthy/growth mindset/goal setting/achievement	Valuing Difference – includes British Values focus	Rights & Responsibilities – includes money/living in the wider world/environment	Growing & Changing – Christopher Winter Project

- Learning for Life is normally delivered by the class teacher in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

- We ensure that pupils are able to ask anonymous questions by highlighting an 'ask it basket', so pupils can write questions anonymously, that can be read in private by the class teacher and addressed in a lesson if appropriate.
- Resources used are flexible in order to meet the needs of the pupils and curriculum.
- Content will be delivered through circle time activities with an emphasis on being safe; raising self – esteem, role play/scenarios, discussion etc.)

## **PARENTAL INVOLVEMENT**

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the Learning for Life programme. Parents are provided with the opportunity to find out about and discuss the school's programme through parent awareness sessions, the school website and prospectus, displays and an open door policy.

To promote effective communication and discussion between parents and their children we notify parents through information evenings, termly curriculum maps and the school website about when particular aspects of Relationships Education will be taught. We also encourage an open door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

## **PARENTAL RIGHTS TO WITHDRAW THEIR CHILDREN**

Parents do not have the right to withdraw their children from Relationships & Health Education. It is compulsory.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE, as detailed in the RSE policy.

Parents are also informed that the RSE element of Relationships Education is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

## **HOW THE SCHOOL RESPONDS TO SPECIFIC ISSUES RELATED TO LEARNING FOR LIFE EDUCATION**

Staff are aware that views around Learning for Life related issues are varied. However, while personal views are respected, all Learning for Life issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others that may have a different opinion. Both formal and informal Learning for Life, arising from pupils' questions are answered, according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually

later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safety Leader if they are concerned.

If we have any reason to believe a pupil is at risk we are required to follow our safeguarding and child protection procedures as set out in our policy which is available on the school website.

### **HOW LEARNING FOR LIFE IS MONITORED, EVALUATED, AND ASSESSED**

We ensure that all pupils have equal access to the Learning for Life programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

Children are informally assessed by staff throughout their work and then formally assessed at the end of the year alongside our other foundation subjects. Recording of work will be in a form appropriate to the planned focus; evidence of Learning for Life will be in a variety of forms e.g. photographs as well as written work. The very nature of Learning for Life means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

### **PROFESSIONAL DEVELOPMENT FOR STAFF**

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

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

### **LINKS TO OTHER POLICIES AND ADVICE**

This Learning for Life Policy is supported by, but not limited to:

RSE Policy

Behaviour Policy

Health and Safety Policy

Safeguarding/Child Protection Policy

School Visits

Confidentiality Policy

Equality Policy

Anti-bullying Policy

Intimate Care Policy

Sex and Relationship Education Guidance – DfES

### **REVIEW OF THIS POLICY**

This policy is reviewed at least every 3 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance

# Appendix 1: Statutory statements and the progression of skills

## Relationships Education

### Families and people who care for me

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>1. That families are important for children growing up because they can give love, security and stability.</p>	<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 Joe's story (part 2)</a></li><li>• <a href="#">Y6 What's the risk? (2)</a></li></ul>
<p>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.</p>	<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>
<p>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.</p>	<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></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.

- [Y3 Let's celebrate our differences](#)
- [Y4 The people we share our world with](#)
- [Y4 What would I do?](#)
- [Y5 The land of the Red People](#)
- [Y6 Don't force me](#)

- [Y1 Same or different?](#)
- [Y1 Our special people balloons](#)

**Statutory requirement**

**SCARF lesson plans that support the teaching and learning of this**

5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- [Y1 Who can help? \(2\)](#)
- [Y1 Who are our special people?](#)
- [Y2 My special people](#)
- [Y3 Family and friends](#)
- [Y6 Advertising friendships!](#)
- [Y6 Don't force me](#)

- [Y6 Don't force me](#)

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.

- [Y1 Good or bad touches?](#)
- [Y1 Who can help? \(1\)](#)
- [Y1 Surprises and secrets](#)
- [Y6 Don't force me](#)



## Caring friendships

### Statutory requirement

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.

### SCARF lesson plans that support the teaching and learning of this

- [Y1 Good friends](#)
- [Y2 Being a good friend](#)
- [Y3 Looking after our special people](#)
- [Y3 Friends are special](#)
- [Y3 Relationship Tree](#)
- [Y4 Friend or acquaintance?](#)
- [Y4 Can you sort it?](#)
- [Y5 How good a friend are you?](#)
- [Y5 Qualities of friendship](#)
- [Y5 It could happen to anyone](#)
- [Y6 Advertising friendships!](#)
- [Y6 Dan's day](#)
- [Y6 Joe's story \(part 2\)](#)

### Statutory requirement

2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

### SCARF lesson plans that support the teaching and learning of this

- [Y1 Good friends](#)
- [Y1 How are you listening?](#)
- [Y1 Pass on the praise!](#)
- [Y1 Harold has a bad day](#)
- [Y1 It's not fair!](#)
- [Y1 Unkind, tease or bully?](#)
- [Y2 Being a good friend](#)
- [Y3 Relationship Tree](#)

3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- [Y3 Friends are special](#)
- [Y3 Looking after our special people](#)
- [Y4 Friend or acquaintance?](#)
- [Y4 Ok or not ok? \(part 2\)](#)
- [Y4 Ok or not ok? \(part 1\)](#)
- [Y4 An email from Harold!](#)
- [Y4 Can you sort it?](#)
- [Y4 Making choices \(formerly Conformatron control\)](#)
- [Y5 It could happen to anyone](#)
- [Y5 Qualities of friendship](#)
- [Y5 Give and take](#)
- [Y5 How good a friend are you?](#)
- [Y5 Relationship cake recipe](#)
- [Y5 Being assertive](#)
- [Y6 Dan's day](#)
- [Y6 Advertising friendships!](#)
- [Y6 Solve the friendship problem](#)
- [Y6 OK to be different](#)
- [Y6 What's the risk? \(1\)](#)
- [Y6 Joe's story \(part 1\)](#)
  
- [Y1 Good friends](#)
- [Y1 Unkind, tease or bully?](#)
- [Y1 It's not fair!](#)
- [Y2 Being a good friend](#)
- [Y2 An act of kindness](#)

- [Y3 How can we solve this problem?](#)
- [Y4 An email from Harold!](#)
- [Y4 Ok or not ok? \(part 1\)](#)
- [Y4 Keeping ourselves safe](#)

### Statutory requirement

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.

### SCARF lesson plans that support the teaching and learning of this

- [Y4 Can you sort it?](#)
- [Y5 How good a friend are you?](#)
- [Y5 Give and take](#)
- [Y5 Qualities of friendship](#)
- [Y5 It could happen to anyone](#)
- [Y5 Being assertive](#)
- [Y5 Relationship cake recipe](#)
- [Y5 The land of the Red People](#)
- [Y6 What's the risk? \(1\)](#)
- [Y6 Solve the friendship problem](#)
- [Y6 Advertising friendships!](#)
- [Y6 Dan's day](#)
- [Y6 Joe's story \(part 1\)](#)
- [Y6 Joe's story \(part 2\)](#)
- [Y1 How are you listening?](#)
- [Y1 It's not fair!](#)
- [Y1 Harold has a bad day](#)
- [Y1 Surprises and secrets](#)
- [Y1 Unkind, tease or bully?](#)
- [Y1 Who can help? \(1\)](#)

- [Y2 Solve the problem](#)
- [Y3 How can we solve this problem?](#)
- [Y3 Friends are special](#)
- [Y4 Ok or not ok? \(part 1\)](#)
- [Y4 Ok or not ok? \(part 2\)](#)
- [Y4 Can you sort it?](#)
- [Y4 What would I do?](#)
- [Y5 Qualities of friendship](#)
- [Y5 How good a friend are you?](#)
- [Y5 Relationship cake recipe](#)
- [Y6 Advertising friendships!](#)
- [Y6 Solve the friendship problem](#)
- [Y6 Joe's story \(part 2\)](#)

### Statutory requirement

5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### SCARF lesson plans that support the teaching and learning of this

- [Y1 How are you listening?](#)
- [Y1 Pass on the praise!](#)
- [Y2 Solve the problem](#)
- [Y2 Getting on with others](#)
- [Y3 Relationship Tree](#)
- [Y4 Ok or not ok? \(part 2\)](#)
- [Y4 Ok or not ok? \(part 1\)](#)
- [Y4 What would I do?](#)
- [Y4 Keeping ourselves safe](#)
- [Y4 How dare you!](#)
- [Y4 Can you sort it?](#)
- [Y4 Islands](#)

- [Y5 Qualities of friendship](#)
- [Y5 It could happen to anyone](#)
- [Y5 Relationship cake recipe](#)
- [Y5 Being assertive](#)
- [Y5 Ella's diary dilemma](#)
- [Y6 Solve the friendship problem](#)
- [Y6 Advertising friendships!](#)
- [Y6 What's the risk? \(1\)](#)
- [Y6 Joe's story \(part 1\)](#)
- [Y6 Assertiveness skills](#)

## Respectful relationships

### Statutory requirement

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

### SCARF lesson plans that support the teaching and learning of this

- [Y1 Pass on the praise!](#)
- [Y1 How are you listening?](#)
- [Y1 Same or different?](#)
- [Y2 What makes us who we are?](#)
- [Y3 Zeb](#)
- [Y3 How can we solve this problem?](#)
- [Y3 Let's celebrate our differences](#)
- [Y3 Respect and challenge](#)
- [Y3 Our friends and neighbours](#)

### Statutory requirement

### SCARF lesson plans that support the teaching and learning of this

- [Y3 Thanks](#)

2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

- [Y3 For or against?](#)
- [Y4 Ok or not ok? \(part 1\)](#)
- [Y4 Ok or not ok? \(part 2\)](#)
- [Y4 Friend or acquaintance?](#)
- [Y4 Under pressure](#)
- [Y4 What makes me ME! \(](#)
- [Y4 Can you sort it?](#)
- [Y4 The people we share our world with](#)
- [Y4 Making choices](#)
- [Y4 What would I do?](#)
- [Y5 Qualities of friendship](#)
- [Y5 Happy being me](#)
- [Y5 Kind conversations](#)
- [Y5 Being assertive](#)
- [Y5 Spot bullying](#)
- [Y5 Is it true?](#)
- [Y5 The land of the Red People](#)
- [Y6 What's the risk? \(1\)](#)
- [Y6 OK to be different](#)
- [Y6 Respecting differences](#)
- [Y6 Don't force me](#)
- [Y6 Joe's story \(part 1\)](#)
- [Y6 Boys will be boys? - challenging gender stereotypes](#)
- [Y6 Behave yourself](#)
- [Y6 We have more in common than not](#)
- [Y6 Tolerance and respect for others](#)
  
- [Y1 Same or different?](#)
- [Y1 Why we have classroom rules](#)

- [Y1 Harold has a bad day](#)
- [Y1 It's not fair!](#)
- [Y2 How do we make others feel?](#)
- [Y2 Our ideal classroom \(1\)](#)
- [Y2 What makes us who we are?](#)
- [Y2 An act of kindness](#)
- [Y3 Let's celebrate our differences](#)
- [Y3 For or against?](#)

## Statutory requirement

## SCARF lesson plans that support the teaching and learning of this

- [Y3 Thunks](#)
- [Y3 Our friends and neighbours](#)
- [Y4 Ok or not ok? \(part 1\)](#)
- [Y4 What would I do?](#)
- [Y4 The people we share our world with](#)
- [Y4 Can you sort it?](#)
- [Y4 What makes me ME! \(](#)
- [Y4 Human machines](#)
- [Y5 Kind conversations](#)
- [Y5 Happy being me](#)
- [Y5 Qualities of friendship](#)
- [Y5 The land of the Red People](#)
- [Y5 Is it true?](#)
- [Y5 Ella's diary dilemma](#)
- [Y6 Respecting differences](#)
- [Y6 Tolerance and respect for others](#)
- [Y6 Behave yourself](#)
- [Y6 Boys will be boys? - challenging gender stereotypes](#)
- [Y6](#)

3. The conventions of courtesy and manners.

- [Assertiveness skills](#)
- [Y1 Pass on the praise!](#)
- [Y1 It's not fair!](#)
- [Y1 Harold has a bad day](#)
- [Y1 Why we have classroom rules](#)
- [Y1 Harold's school rules](#)
- [Y2 Our ideal classroom \(2\)](#)
- [Y2 An act of kindness](#)
- [Y2 Getting on with others](#)
- [Y3 Respect and challenge](#)
- [Y3 Thanks](#)
- [Y3 For or against?](#)
- [Y4 In the news!](#)
- [Y4 What would I do?](#)
- [Y5 Qualities of friendship](#)
- [Y5 Happy being me](#)
- [Y5 Relationship cake recipe](#)
- [Y6 Respecting differences](#)

**Statutory requirement**

4. The importance of self-respect and how this links to their own happiness.

**SCARF lesson plans that support the teaching and learning of this**

- [Y4 Keeping ourselves safe](#)
- [Y4 How dare you!](#)



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.

- [Y4 What makes me ME! \(formerly Diversity World\)](#)
- [Y4 Ok or not ok? \(part 2\)](#)
- [Y5 Happy being me](#)
- [Y5 Kind conversations](#)
- [Y5 Qualities of friendship](#)
- [Y5 The land of the Red People](#)
- [Y5 Relationship cake recipe](#)
- [Y5 Ella's diary dilemma](#)
- [Y6 What's the risk? \(1\)](#)
- [Y6 Assertiveness skills](#)
- [Y6 Behave yourself](#)
- [Y6 Joe's story \(part 1\)](#)
  
- [Y1 Pass on the praise!](#)
- [Y1 Who can help? \(2\)](#)
- [Y1 Harold's school rules](#)
- [Y1 Taking care of something](#)
- [Y1 Unkind, tease or bully?](#)
  
- [Y1 Harold has a bad day](#)
  
- [Y2 Bullying or teasing?](#)
  
- [Y2 Don't do that!](#)
  
- [Y2 Getting on with others](#)
  
- [Y2 Types of bullying](#)
  
- [Y3 Zeb](#)
  
- [Y4 Ok or not ok? \(part 2\)](#)
  
- [Y4 Ok or not ok? \(part 1\)](#)
  
- [Y4 Safety in numbers](#)
- [Y4 Can you sort it?](#)

- [Y4 The people we share our world with](#)
- [Y4 What would I do?](#)
- [Y5 Qualities of friendship](#)
- [Y5 Kind conversations](#)
- [Y5 Happy being me](#)
- [Y5 Ella's diary dilemma](#)
- [Y5 Relationship cake recipe](#)
- [Y5 The land of the Red People](#)

### Statutory requirement

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.

### SCARF lesson plans that support the teaching and learning of this

- [Y6 Respecting differences](#)
- [Y6 Behave yourself](#)
- [Y6 Assertiveness skills \(formerly Behave yourself - 2\)](#)
- [Y6 Don't force me](#)
- [Y6 Tolerance and respect for others](#)
- [Y6 We have more in common than not](#)
- [Y6 Joe's story \(part 2\)](#)
- [Y6 Acting appropriately](#)
- [Y1 Unkind, tease or bully?](#)
- [Y1 Who can help? \(2\)](#)
- [Y2 Don't do that!](#)
- [Y2 Bullying or teasing?](#)
- [Y2 Types of bullying](#)
- [Y2 Getting on with others](#)
- [Y3 Zeb](#)
- [Y3 Let's celebrate our differences](#)

7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.

- [Y4 Safety in numbers](#)
- [Y4 Under pressure](#)
- [Y4 What would I do?](#)
- [Y4 Keeping ourselves safe](#)
- [Y4 How dare you!](#)
- [Y5 Happy being me](#)
- [Y5 Is it true?](#)
- [Y6 OK to be different](#)
- [Y6 What's the risk? \(1\)](#)
- [Y6 Acting appropriately](#)
- [Y6 We have more in common than not](#)
- [Y6 Behave yourself](#)
- [Y6 Boys will be boys? - challenging gender stereotypes](#)

- [Y3 Zeb](#)
- [Y3 Family and friends](#)
- [Y4 That is such a stereotype!](#)
- [Y5 Happy being me](#)
- [Y5 Is it true?](#)
- [Y6 Boys will be boys? - challenging gender stereotypes](#)

**Statutory requirement**

**SCARF lesson plans that support the teaching and learning of this**

- [Y6 Two sides to every story](#)
- [Y1 Good or bad touches?](#)

8. The importance of permission-seeking and giving in relationships with friends, peers and adults.

- [Y1 Surprises and secrets](#)
- [Y4 Islands](#)
- [Y4 Secret or surprise?](#)
- [Y5 Ella's diary dilemma](#)
- [Y6 It's a puzzle](#)
- [Y6 Think before you click!](#)
- [Y6 Don't force me](#)
- [Y6 Assertiveness skills \(formerly Behave yourself - 2\)](#)
- [Y6 Fakebook friends](#)

## Online relationships

### Statutory requirement

1. That people sometimes behave differently online, including by pretending to be someone they are not.

2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

### SCARF lesson plans that support the teaching and learning of this

- • [Y3 I am fantastic!](#)
- [Y3 None of your business!](#)
- [Y5 Spot bullying](#)
- [Y5 Would you...?](#)
- [Y6 Fakebook friends](#)
- [Y6 Pressure online](#)
  
- [Y3 None of your business!](#)
- [Y3 Relationship Tree](#)
- [Y3 Zeb](#)
- [Y3 Let's celebrate our differences](#)
- [Y4 How do we make a difference?](#)
- [Y5 Spot bullying](#)
- [Y5 Is it true?](#)

- [Y5 Communication](#)
- [Y6 It's a puzzle](#)

**Statutory requirement**

3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

**SCARF lesson plans that support the teaching and learning of this**

- [Y6 Think before you click!](#)
- [Y3 None of your business!](#)
- [Y3 Super Searcher](#)
- [Y4 Picture Wise](#)
- [Y5 Communication](#)
- [Y5 Is it true?](#)
- [Y5 Spot bullying](#)
- [Y5 Would you...?](#)
- [Y6 It's a puzzle](#)
- [Y6 Think before you click!](#)
- [Y6 Pressure online](#)
- [Y6 To share or not to share?](#)
- [Y6 What's the risk? \(2\)](#)
- [Y6 Traffic lights](#)
- [Y3 Super Searcher](#)
- [Y3 None of your business!](#)
- [Y5 Is it true?](#)
- [Y5 Would you...?](#)
- [Y5 Fact or opinion?](#)
- [Y6 Pressure online](#)
- [Y6 It's a puzzle](#)
- [Y6](#)

5. How information and data is shared and used online.

- [Think before you click!](#)
- [Y3 None of your business!](#)
- [Y3 Super Searcher](#)
- [Y4 Picture Wise](#)
- [Y4 In the news!](#)
- [Y4 That is such a stereotype!](#)
- [Y4 Raisin challenge \(2\)](#)
- [Y5 Is it true?](#)
- [Y5 Would you...?](#)
- [Y5 Spot bullying](#)
- [Y6 It's a puzzle](#)
- [Y6 Pressure online](#)

**Statutory requirement**

**SCARF lesson plans that support the teaching and learning of this**

- [Y6 To share or not to share?](#)
- [Y6 Traffic lights](#)

## Being safe

**Statutory requirement**

1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

**SCARF lesson plans that support the teaching and learning of this**

- [Y1 Good or bad touches?](#)
- [Y1 Who can help? \(2\)](#)
- [Y1 Harold's school rules](#)
- [Y1 Surprises and secrets](#)

- Y2 How safe would you feel?
- Y2 What should Harold say?
- Y2 Should I tell?
- Y2 Fun or not?
- Y2 Some secrets should never be kept
- Y3 Dan's dare
- Y3 Safe or unsafe?
- Y3 None of your business!
- Y3 Raisin challenge (1)
- Y4 Raisin challenge (2)
- Y4 Islands
- Y4 Secret or surprise?
- Y4 How dare you!
- Y5 Is it true?
- Y5 Would you risk it?
- Y5 Would you...?
- Y5 Ella's diary dilemma
- Y6 It's a puzzle
- Y6 Think before you click!
- Y6 What's the risk? (1)
- Y6 To share or not to share?
- Y6 What's the risk? (2)
- Y6 Acting appropriately
- Y6 Pressure online

## Statutory requirement

2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

## SCARF lesson plans that support the teaching and learning of this

- [Y1 Surprises and secrets](#)
- [Y1 Good or bad touches?](#)
- [Y2 Should I tell?](#)
- [Y2 Some secrets should never be kept](#)
- [Y3 Secret or surprise?](#)
- [Y4 Secret or surprise?](#)
- [Y5 Ella's diary dilemma](#)
- [Y6 It's a puzzle](#)
- [Y6 Dear Ash](#)
- [Y6 Acting appropriately](#)
- [Y6 What's the risk? \(2\)](#)
- [Y6 To share or not to share?](#)

- [Y2 I don't like that!](#)
- [Y2 Fun or not?](#)
- [Y2 Some secrets should never be kept](#)
- [Y3 Body space](#)
- [Y4 Secret or surprise?](#)
- [— Islands](#)
- [— To share or not to share?](#)
- [— Acting appropriately](#)
- [— Pressure online](#)

- [Y1 Surprises and secrets](#)
- [Y2 I don't like that!](#)



- [Y2 What should Harold say?](#)
- [Y2 Some secrets should never be kept](#)
- [Y3 Danger or risk?](#)
- [Y3 Safe or unsafe?](#)
- [Y3 None of your business!](#)
- [Y4 Danger, risk or hazard?](#)
- [Y4 Secret or surprise?](#)
- [Y5 Would you...?](#)
- [Y6 It's a puzzle](#)
- [Y6 Dear Ash](#)
- [Y6 Pressure online](#)

**Statutory requirement**

5. How to recognise and report feelings of being unsafe or feeling bad about any adult.

**SCARF lesson plans that support the teaching and learning of this**

- [Y6 Acting appropriately](#)
- [Y6 What's the risk? \(2\)](#)
- [Y1 Surprises and secrets](#)
- [Y1 Good or bad touches?](#)
- [Y1 Thinking about feelings](#)
- [Y1 Our feelings](#)
- [Y1 Who can help? \(1\)](#)
- [Y2 How safe would you feel?](#)
- [Y2 Should I tell?](#)
- [Y2 Fun or not?](#)
- [Y3 Safe or unsafe?](#)
- [Y3 The Risk Robot](#)
- [Y3 None of your business!](#)

6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.

7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.

- Y4 Danger, risk or hazard?
- Y4 Secret or surprise?
- Y4 Islands
- Y6 Dear Ash
- Y6 Acting appropriately
- Y6 Pressure online

- Y1 Surprises and secrets
- Y2 Feeling safe
- Y3 Raisin challenge (1)
- Y4 Who helps us stay healthy and safe?
- Y4 How dare you!
- Y6 Dear Ash
- Y6 Acting appropriately
- Y6 Behave yourself

- Y1 Surprises and secrets
- Y1 Good or bad touches?
- Y2 Feeling safe
- Y4 Who helps us stay healthy and safe?
- Y4 Safety in numbers
- Y4 Secret or surprise?

**Statutory requirement**

**SCARF lesson plans that support the teaching and learning of this**

8. Where to get advice e.g. family, school and/or other sources.

- [Y6 Dear Ash](#)
- [Y6 Don't force me](#)
- [Y6 Acting appropriately](#)
- [Y6 To share or not to share?](#)

- [Y1 Surprises and secrets](#)
- [Y1 Good or bad touches?](#)
- [Y2 Feeling safe](#)
- [Y3 Helping each other to stay safe](#)
- [Y4 Who helps us stay healthy and safe?](#)
- [Y6 Dear Ash](#)
- [Y6 Acting appropriately](#)

## Physical Health & Mental Wellbeing

### Mental wellbeing

#### Statutory requirement

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.

#### SCARF lesson plans that support the teaching and learning of this

- [Y1 Our feelings](#)
- [Y4 Different feelings](#)
- [Y5 How good a friend are you?](#)
- [Y6 Dan's day](#)
- [Y6 Fakebook friends](#)

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.

- • Y1 [Our feelings](#)
- Y1 [Harold loses Geoffrey](#)
- Y1 [Thinking about feelings](#)
- Y2 [I don't like that!](#)
- Y2 [Some secrets should never be kept](#)
- Y4 [Different feelings](#)
- Y4 [Secret or surprise?](#)
- Y5 [How good a friend are you?](#)

### Statutory requirement

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.

### SCARF lesson plans that support the teaching and learning of this

- Y6 [Dan's day](#)
- Y1 [Thinking about feelings](#)
- Y1 [Our feelings](#)
- Y2 [When I feel like erupting](#)
- Y2 [How do we make others feel?](#)
- Y2 [My day](#)
- Y2 [An act of kindness](#)
- Y4 [An email from Harold!](#)
- Y4 [Different feelings](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y4 [Ok or not ok? \(part 2\)](#)
- Y4 [Secret or surprise?](#)
- Y5 [How good a friend are you?](#)
- Y6 [Dan's day](#)

4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

- Y1 [Our feelings](#)
- Y1 [Thinking about feelings](#)
- Y2 [When I feel like erupting](#)
- Y4 [Different feelings](#)
- Y4 [How dare you!](#)
- Y4 [Islands](#)
- Y6 [Dan's day](#)
- Y6 [Joe's story \(part 1\)](#)

- Y3 [My community](#)
- Y5 [Mo makes a difference](#)

- Y1 [Who are our special people?](#)
- Y6 [Joe's story \(part 1\)](#)

- Y1 [Thinking about feelings](#)
- Y1 [Our feelings](#)
- Y2 [When someone is feeling left out](#)
- Y4 [An email from Harold!](#)

**Statutory requirement**

**SCARF lesson plans that support the teaching and learning of this**

- Y6 [Joe's story \(part 1\)](#)

8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

10. It is common for people to experience mental ill health. For many people who do problems can be resolved if the right support is available.

- Y1 [Who can help? \(2\)](#)
- Y1 [Unkind, tease or bully?](#)
- Y3 [Let's celebrate our differences](#)
- Y3 [Zeb](#)
- Y4 [Under pressure](#)
- Y5 [Spot bullying](#)
- Y5 [Communication](#)

- Y1 [Harold loses Geoffrey](#)
- Y2 [don't like that!](#)
- Y4 [Different feelings](#)
- Y5 [How good a friend are you?](#)

- YR [My feelings](#)
- Y1 [Feelings and Bodies](#)
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## Internet safety and harms

### Statutory requirement

1. That for most people the internet is an integral part of life and has many benefits.

2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

### SCARF lesson plans that support the teaching and learning of this

- Y3 [Super Searcher](#)
- Y6 [It's a puzzle](#)

- Y4 [Raisin challenge \(2\)](#)
- Y4 [That is such a stereotype!](#)
- Y5 [Is it true?](#)

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.

- **Y6** [Boys will be boys? - challenging gender stereotypes](#)
- **Y3** [Super Searcher](#)
- **Y3** [None of your business!](#)
- **Y4** [Picture Wise](#)
- **Y5** [Is it true?](#)
- **Y6** [It's a puzzle](#)
- **Y6** [Traffic lights](#)

#### Statutory requirement

4. Why social media, some computer games and online gaming, for example, are age restricted.

5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

#### SCARF lesson plans that support the teaching and learning of this

- **Y6** [To share or not to share?](#)
- **Y5** [Spot bullying](#)
- **Y5** [Star qualities?](#)
- **Y6** [Think before you click!](#)
- **Y6** [Fakebook friends](#)
- **Y3** [Zeb](#)
- **Y3** [Let's celebrate our differences](#)
- **Y3** [None of your business!](#)
- **Y4** [Under pressure](#)
- **Y5** [Would you...?](#)
- **Y5** [Is it true?](#)
- **Y6** [It's a puzzle](#)
- **Y6** [Think before you click!](#)
- **Y6**

6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

7. Where and how to report concerns and get support with issues online.

- [To share or not to share?](#)
- Y3 [Super Searcher](#)
- Y4 [Raisin challenge \(2\)](#)
- Y4 [In the news!](#)
- Y5 [Is it true?](#)
- Y5 [What's the story?](#)
- Y5 [Smoking: what is normal?](#)
- Y5 [Fact or opinion?](#)
- Y6 [Boys will be boys? - challenging gender stereotypes](#)
- Y6 [Fakebook friends](#)
- Y6 [Two sides to every story](#)
- Y6 [What's the risk? \(2\)](#)
  
- Y3 [None of your business!](#)
- Y4 [In the news!](#)
- Y5 [Would you...?](#)
- Y6 [It's a puzzle](#)
- Y6 [To share or not to share?](#)

## 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.
  
2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
  
3. The risks associated with an inactive lifestyle (including obesity).
  
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

- Y1 [Healthy me](#)
- Y2 [My body needs...](#)
  
- Y2 [My day](#)
- Y5 [What's the story?](#)
  
- Y1 [Healthy me](#)
- Y5 [What's the story?](#)
  
- Y4 [Who helps us stay healthy and safe?](#)

## Healthy eating

### Statutory requirement

1. What constitutes a healthy diet (including understanding calories and other nutritional content).

### SCARF lesson plans that support the teaching and learning of this

- Y1 [I can eat a rainbow](#)
- Y1 [Eat well](#)
- Y2 [My day](#)
- Y2 [My body needs...](#)
- Y3 [Derek cooks dinner! \(healthy eating\)](#)
- Y4 [Danger, risk or hazard?](#)
- Y4 [SCARF Hotel \(formerly Diversity World Hotel\)](#)
- Y5 [What's the story?](#)

<p>2. The principles of planning and preparing a range of healthy meals.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 <u>I can eat a rainbow</u></a></li> <li>• <a href="#">Y1 <u>Eat well</u></a></li> <li>• <a href="#">Y3 <u>Derek cooks dinner! (healthy eating)</u></a></li> <li>• <a href="#">Y4 <u>SCARF Hotel (formerly Diversity World Hotel)</u></a></li> </ul>
<p><b>Statutory requirement</b></p>	<p><b>SCARF lesson plans that support the teaching and learning of this</b></p>
<p>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).</p>	<ul style="list-style-type: none"> <li>• <a href="#">Y1 <u>Eat well</u></a></li> <li>• <a href="#">Y1 <u>I can eat a rainbow</u></a></li> <li>• <a href="#">Y3 <u>Derek cooks dinner! (healthy eating)</u></a></li> <li>• <a href="#">Y3 <u>Alcohol and cigarettes: the facts</u></a></li> <li>• <a href="#">Y4 <u>SCARF Hotel (formerly Diversity World Hotel)</u></a></li> <li>• <a href="#">Y6 <u>Joe's story (part 1)</u></a></li> </ul>

## Drugs, alcohol and tobacco

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

## Health and prevention

<p><b>Statutory requirement</b></p>	<p><b>SCARF lesson plans that support the teaching and learning of this</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Y1 <u>Super sleep</u></a></li> </ul>
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<p>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.</p> <p>4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>	<ul style="list-style-type: none"> <li>• <b>Y1</b> <a href="#">Healthy me</a></li> <li>• <b>Y2</b> <a href="#">My body needs...</a></li>   <li>• <b>Y1</b> <a href="#">Healthy me</a></li> <li>• <b>Y2</b> <a href="#">Harold's bathroom</a></li>   <li>• <b>Y1</b> <a href="#">Catch it! Bin it! Kill it!</a></li> <li>• <b>Y2</b> <a href="#">Harold's postcard - helping us to keep clean and healthy</a></li> <li>• <b>Y3</b> <a href="#">Poorly Harold</a></li> </ul>
<p><b>Statutory requirement</b></p> <p>6. The facts and science relating to allergies, immunisation and vaccination.</p>	<p><b>SCARF lesson plans that support the teaching and learning of this</b></p> <ul style="list-style-type: none"> <li>• <b>Y2</b> <a href="#">Harold's postcard - helping us to keep clean and healthy</a></li> </ul>

<p><b>Statutory requirement</b></p> <p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<p><b>Christopher Winter lesson plans that support the teaching and learning of this</b></p> <ul style="list-style-type: none"> <li>• <b>Y3</b> <a href="#">Differences – Male &amp; Female</a></li> <li>• <b>Y4</b> <a href="#">Growing and changing</a></li> </ul>
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**Statutory requirement**

2. About menstrual wellbeing including the key facts about the menstrual cycle.

**Christopher Winter lesson plans that support the teaching and learning of this**

- **Y6** [Communicating in Relationships](#)
- **Y5** [Talking about puberty](#)
- **Y5** [Male and female changes](#)
- **Y5** [Puberty and hygiene](#)

APPENDIX 2

Whole School Half Termly Overview

Year R	Lesson
Me & My Relationships	<ol style="list-style-type: none"> <li>1. All about me – Coram Life SCARF</li> <li>2. What makes me special – Coram Life SCARF</li> <li>3. Me and my special people – Coram Life SCARF</li> <li>4. Who can help me? – Coram Life SCARF</li> <li>5. My feelings – Coram Life SCARF</li> <li>6. My feelings (2) – Coram Life SCARF</li> </ol>
Keeping Myself Safe	<ol style="list-style-type: none"> <li>1. What's safe to go onto my body – Coram Life SCARF</li> <li>2. Keeping myself safe – what's safe to go into my body (including medicines) – Coram Life SCARF</li> <li>3. Stay safe indoors and outdoors – Coram Life SCARF</li> <li>4. Keeping myself safe – NSPCC Pants campaign (resources provided by NSPCC)</li> <li>5. Keeping safe online with Smartie the Penguin (resource provided by Childnet)</li> <li>6. People who help to keep me safe – Coram Life SCARF</li> </ol>
Being My Best	<ol style="list-style-type: none"> <li>1. Bouncing back when things go wrong – growth mindset – Coram Life SCARF</li> <li>2. Yes I can! – Coram Life SCARF</li> <li>3. Healthy eating (1) – Coram Life SCARF</li> <li>4. Healthy eating (2) – Coram Life SCARF</li> <li>5. Move your body – Coram Life SCARF</li> <li>6. A good night's sleep – Coram Life SCARF</li> </ol>
Valuing Difference	<ol style="list-style-type: none"> <li>1. I'm special, you're special – Coram Life SCARF</li> <li>2. Same and different – Coram Life SCARF</li> <li>3. Same and different families – Coram Life SCARF</li> <li>4. Same and different homes – Coram Life SCARF</li> <li>5. Kind and caring – Coram Life SCARF</li> <li>6. Kind and caring (2) – Coram Life SCARF</li> </ol>
Rights & Responsibilities	<ol style="list-style-type: none"> <li>1. Looking after my special people – Coram Life SCARF</li> </ol>

	<ol style="list-style-type: none"> <li>2. Looking after my friends – Coram Life SCARF</li> <li>3. Being helpful at home and caring for our classroom – Coram Life SCARF</li> <li>4. Caring for our world – you tube video ‘A Whale’s Tale’</li> <li>5. Looking after money (1) – read TSB book ‘A Crocodile for Billy’</li> <li>6. Looking after money (2) – Coram Life SCARF</li> </ol>
Growing & Changing	<p>Taught through The Christopher Winter Project – refer to RSE policy for Curriculum overview.</p> <ol style="list-style-type: none"> <li>1. Our day – Christopher Winter Project</li> <li>2. Keeping ourselves clean – Christopher Winter Project</li> <li>3. Families – Christopher Winter Project</li> </ol>

Year 1	
Me and My Relationships	<ol style="list-style-type: none"> <li>1. Why we have classroom rules- Coram Life SCARF</li> <li>2. Thinking about feelings- Coram Life SCARF</li> <li>3. Our feelings- Coram Life SCARF</li> <li>4. Our special people balloons- Coram Life SCARF</li> <li>5. Good friends- Coram Life SCARF</li> <li>6. How are you listening?- Coram Life SCARF</li> </ol>
Keeping Myself Safe	<ol style="list-style-type: none"> <li>1. Healthy me- Coram Life SCARF</li> <li>2. Super sleep- Coram Life SCARF</li> <li>3. Who can help? (1) – Coram Life SCARF</li> <li>4. Harold loses Geoffrey- Coram Life SCARF</li> <li>5. What could Harold do?- Coram Life SCARF</li> <li>6. Good or bad touches?- Coram Life SCARF</li> </ol>
Being My Best	<ol style="list-style-type: none"> <li>1. I can eat a rainbow- Coram Life SCARF</li> <li>2. Eat well- Coram Life SCARF</li> <li>3. Catch it! Bin it! Kill it!- Coram Life SCARF</li> <li>4. Harold learns to ride his bike- Coram Life SCARF</li> <li>5. Pass on the praise!- Coram Life SCARF</li> <li>6. Harold has a bad day- Coram Life SCARF</li> </ol>
Valuing Difference	<ol style="list-style-type: none"> <li>1. Same or Different?- Coram Life SCARF</li> <li>2. Unkind, tease or bully?- Coram Life SCARF</li> </ol>

	<ol style="list-style-type: none"> <li>3. Who can help? (2)- Coram Life SCARF</li> <li>4. Harold's school rules- Coram Life SCARF</li> <li>5. Who are our special people?- Coram Life SCARF</li> <li>6. It's not fair!- Coram Life SCARF</li> </ol>
Rights & Responsibilities	<ol style="list-style-type: none"> <li>1. Around and about the school-Coram Life SCARF</li> <li>2. Taking care of something-Coram Life SCARF</li> <li>3. Harold's money- Coram Life SCARF</li> <li>4. How should we look after our money?- Coram Life SCARF</li> <li>5. Surprises and Secrets- Coram Life SCARF</li> <li>6. Basic First Aid – Coram Life SCARF</li> </ol>
Growing & Changing	<p>Taught through The Christopher Winter Project – refer to RSE policy for Curriculum overview.</p> <ol style="list-style-type: none"> <li>1. Keeping clean</li> <li>2. Growing and changing</li> <li>3. Families and care</li> </ol>

Year 2	
Me and My Relationships	<ol style="list-style-type: none"> <li>1. Our ideal classroom 1- Coram Life</li> <li>2. Our ideal classroom 2- Coram Life</li> <li>3. Bullying or Teasing- Coram Life</li> <li>4. Don't do that- Coram Life</li> <li>5. Types of bullying - Coram Life</li> <li>6. Being a good friend- Coram Life</li> </ol>
Keeping Myself Safe	<ol style="list-style-type: none"> <li>1. How safe would you feel- Coram Life</li> <li>2. What should Harold say? - Coram Life</li> <li>3. I don't like that- Coram Life</li> <li>4. Fun or not- Coram Life</li> <li>5. Should I tell? - Coram Life</li> <li>6. Some secrets should never be kept- Coram Life</li> <li>7. Basic First Aid – Coram Life SCARF</li> </ol>
Being My Best	<ol style="list-style-type: none"> <li>1. You can do- Coram Life it</li> <li>2. My day- Coram Life</li> <li>3. Harold postcard- Coram Life</li> </ol>



	<ol style="list-style-type: none"> <li>4. Harold bathroom- Coram Life</li> <li>5. My body needs- Coram Life</li> <li>6. What does my body do? - Coram Life</li> </ol>
Valuing Difference	<ol style="list-style-type: none"> <li>1. What makes us who we are? - Coram Life</li> <li>2. How do we make others feel? - Coram Life</li> <li>3. My special people- Coram Life</li> <li>4. When someone is feeling left out- Coram Life</li> <li>5. An act of kindness- Coram Life</li> <li>6. Solve the problem- Coram Life</li> </ol>
Rights & Responsibilities	<ol style="list-style-type: none"> <li>1. Getting on with others- Coram Life</li> <li>2. When I feel like erupting- Coram Life</li> <li>3. Feeling safe- Coram Life</li> <li>4. How can we look after our environment- Coram Life</li> <li>5. Harold saves for something special- Coram Life</li> <li>6. Harold goes camping - Coram Life</li> </ol>
Growing & Changing	<p>Taught through The Christopher Winter Project – refer to RSE policy for Curriculum overview.</p> <ol style="list-style-type: none"> <li>1. Difference between boys and girls- CW project</li> <li>2. Difference male and female- CW project</li> <li>3. Naming the body parts- CW project</li> </ol>

Year 3	
Me and My Relationships	<ol style="list-style-type: none"> <li>1. Looking after our special people</li> <li>2. How can we solve this problem?</li> <li>3. Dan's dare</li> <li>4. Thunks</li> <li>5. Friends are special</li> <li>6. Relationship tree</li> </ol>
Keeping Myself Safe	<ol style="list-style-type: none"> <li>1. Safe or unsafe?</li> <li>2. Danger or risk?</li> <li>3. Risk robot</li> <li>4. Super searcher</li> </ol>

	<ol style="list-style-type: none"> <li>5. None of your business</li> <li>6. Raising challenge</li> <li>7. Basic First Aid – Coram Life SCARF</li> </ol>
Being My Best	<ol style="list-style-type: none"> <li>1. For or against?</li> <li>2. I am fantastic</li> <li>3. Derek cooks dinner</li> <li>4. Poorly Harold</li> <li>5. Top talents</li> <li>6. Alcohol and cigarettes</li> </ol>
Valuing Difference	<ol style="list-style-type: none"> <li>1. Family and friends</li> <li>2. Respect and challenge</li> <li>3. Our friends and neighbours</li> <li>4. Let's celebrate our differences</li> <li>5. Zeb</li> <li>6. My community</li> </ol>
Rights & Responsibilities	<ol style="list-style-type: none"> <li>1. Helping each other to stay safe</li> <li>2. Secret or surprise</li> <li>3. Body space</li> <li>4. Can Harold afford it?</li> <li>5. Earning money</li> <li>6. Harold's environment project</li> </ol>
Growing & Changing	<p>Taught through The Christopher Winter Project – refer to RSE policy for Curriculum overview.</p> <ol style="list-style-type: none"> <li>1. Differences – male and female</li> <li>2. Personal space</li> <li>3. Family differences</li> </ol>

Year 4	
Me and My Relationships	<ol style="list-style-type: none"> <li>1. An email from Harold</li> <li>2. Ok Not Ok? (part 1)</li> <li>3. Ok Not Ok? (part 2)</li> <li>4. Human Machines</li> <li>5. Under Pressure</li> </ol>

	6. Different feelings
Keeping Myself Safe	<ol style="list-style-type: none"> <li>1. Danger, Risk or Hazard?</li> <li>2. Picture wise</li> <li>3. How dare you</li> <li>4. Keeping ourselves safe</li> <li>5. Raisin challenge (2)</li> <li>6. Secret or surprise</li> </ol>
Being My Best	<ol style="list-style-type: none"> <li>1. What makes me, me?</li> <li>2. Making choices</li> <li>3. SCARF hotel</li> <li>4. Harold's 7 Rs</li> <li>5. My school community</li> <li>6. Basic First Aid – Coram Life SCARF</li> </ol>
Valuing Difference	<ol style="list-style-type: none"> <li>1. Can you sort it?</li> <li>2. Islands</li> <li>3. Friend or acquaintance</li> <li>4. What would I do?</li> <li>5. The people we share our world with</li> <li>6. That is such a stereotype!</li> </ol>
Rights & Responsibilities	<ol style="list-style-type: none"> <li>1. Who helps us stay healthy and safe?</li> <li>2. How do we make a difference?</li> <li>3. In the news</li> <li>4. Safety in numbers</li> <li>5. Harold's expenses</li> <li>6. Why pay taxes?</li> </ol>
Growing & Changing	<p>Taught through The Christopher Winter Project – refer to RSE policy for Curriculum overview. 1. Growing and changing</p> <ol style="list-style-type: none"> <li>2. What is puberty?</li> <li>3. Puberty changes and reproduction</li> </ol>

Year 5	
Me and My Relationships	<ol style="list-style-type: none"> <li>1. Give and take</li> <li>2. How good a friend are you?</li> </ol>

	<ol style="list-style-type: none"> <li>3. Relationship cake recipe</li> <li>4. Being assertive</li> <li>5. Communication</li> <li>6. Collaboration challenge</li> </ol>
Keeping Myself Safe	<ol style="list-style-type: none"> <li>1. Spot bullying</li> <li>2. Ella's diary dilemma</li> <li>3. Would you?</li> <li>4. Would you risk it?</li> <li>5. Jay's dilemma</li> <li>6. Decision dilemmas</li> </ol>
Being My Best	<ol style="list-style-type: none"> <li>1. Different skills</li> <li>2. My school community</li> <li>3. Independence and responsibility</li> <li>4. Star qualities</li> <li>5. Basic first aid</li> <li>6. Getting fit</li> </ol>
Valuing Difference	<ol style="list-style-type: none"> <li>1. Qualities of friendship</li> <li>2. Kind conversations</li> <li>3. Happy being me</li> <li>4. Land of the red people</li> <li>5. Is it true?</li> <li>6. It could happen to anyone</li> </ol>
Rights & Responsibilities	<ol style="list-style-type: none"> <li>1. Fact or opinion</li> <li>2. Rights, responsibilities and duties</li> <li>3. Mo makes a difference</li> <li>4. Spending wisely</li> <li>5. Local councils</li> <li>6. What's the story?</li> </ol>
Growing & Changing	<p>Taught through The Christopher Winter Project – refer to RSE policy for Curriculum overview.</p> <ol style="list-style-type: none"> <li>1. Talking about puberty</li> <li>2. Male and female changes</li> <li>3. Puberty and hygiene</li> </ol>

Year 6	
Me and My Relationships	<ol style="list-style-type: none"> <li>1. Solve the friendship problem</li> <li>2. Assertiveness skills</li> <li>3. Dan's day</li> <li>4. Don't force me (adapted resources)</li> <li>5. Acting appropriately</li> <li>6. It's a puzzle</li> </ol>
Keeping Myself Safe	<ol style="list-style-type: none"> <li>1. Think before you click</li> <li>2. Traffic lights</li> <li>3. To share or not to share</li> <li>4. Pressure online</li> <li>5. Basic first aid</li> <li>6. Drugs/Alcohol lesson</li> </ol>
Being My Best	<ol style="list-style-type: none"> <li>1. Behave yourself</li> <li>2. Joe's story part 1</li> <li>3. Joe's story part 2</li> <li>4. What's the risk</li> <li>5. What's the risk 2</li> <li>6. Dear Ash</li> </ol>
Valuing Difference	<ol style="list-style-type: none"> <li>1. Ok to be different</li> <li>2. We have more in common than not</li> <li>3. Respecting differences</li> <li>4. Tolerance and respect for others</li> <li>5. Advertising friends</li> <li>6. Boys will be boys</li> </ol>
Rights & Responsibilities	<ol style="list-style-type: none"> <li>1. Two sides to every story</li> <li>2. Fakebook friends</li> <li>3. Jobs and taxes</li> <li>4. Happy shoppers</li> <li>5. Democracy in Britain 1 Elections</li> <li>6. Democracy in Britain 2 How laws are made</li> </ol>

Growing & Changing	Taught through The Christopher Winter Project – refer to RSE policy for Curriculum overview. <ol style="list-style-type: none"><li>1. Puberty and reproduction</li><li>2. Understanding relationships</li><li>3. Conception and pregnancy</li><li>4. Communicating in relationships</li></ol>
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