

# PSHE (including RSE) Foundation Subject Policy

## Intent

**"I have learned that people will forget what you said. People will forget what you did. But people will never forget how you made them feel."**

**Maya Angelou - American poet, memoirist and civil rights activist**

*Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.*

*Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils. (NC 2021)*

**WE CAN provide teaching that develops knowledge and skills so children can learn and progress effectively**

Our PSHE curriculum follows a broad curriculum. Teaching includes, but is not limited to curriculum content for statutory Relationships Education and Health Education. The school leadership team and governors have decided that in line with government advice, age-appropriate Sex Education should be taught in our school.

PSHE teaching is a priority subject for our pupils and we recognise the fundamental role that PSHE teaching holds in safeguarding our pupils. We also know that without the social and emotional skills which are developed through PSHE, many of our pupils would not be able to access our academic curriculum. Research shows that academic outcomes for pupils who receive comprehensive PSHE education are better than those who do not.

PSHE addresses our core aims of developing resilience and independence. Communication skills are developed through discussion and debate.

**WE CAN offer enriching activities, events and experiences**

It is our intent that PSHE is a key driver for our Whole School or Junior Leader Days. For example, pupils learnt about mindfulness during our Outright mental health day, about being a safe pedestrian on Walk to School Day and about making healthy choices on our Healthy Eating Day.

We welcome visiting experts to our school to enhance the PSHE offer.

**WE CAN work together to remove barriers and ensure equality**

It is our intent that that all pupils are enabled to access PSHE, Health and relationships education at an appropriately challenging level. Children with SEND and EAL receive support where needed. Plans are put in place to support any pupils identified as requiring additional support during teaching or end of unit assessment.

**WE CAN build independent and resilient learners who are able to communicate confidently**

PSHE addresses our core aims of developing resilience and independence. Communication skills are developed through discussion and debate.

**WE CAN listen to and treat each other and all members of the community with respect, tolerance and concern**

It is our intent that PSHE teaching at Grendon will enable pupils to show respect, tolerance and concern towards others. We aim to equip children with the necessary skills to build healthy relationships and effectively resolve conflict.

**WE CAN recognise ability, maximise potential and prepare children well for their future and life in modern Britain**

It is our intent that our PSHE lessons help children become modern British Citizens. PSHE prepares children emotionally and practically so that they can flourish as people in the world outside school.

## Implementation

### Roles and Responsibilities

- The Class teacher is responsible for delivering PSHE learning as outlined in the curriculum. Due to the sensitive nature of the subject and the essential role, the main class teacher is best placed for delivering PSHE. It will ideally not be passed to PPA cover teachers.
- The PSHE subject leader is responsible for
  - Updating unit plans in response to annual evaluations
  - ensuring all resources for teaching are available and well organised,
  - offering support with PSHE teaching and learning,
  - maintaining an oversight of related data,
  - monitoring the quality of teaching and learning,
  - keeping up to date with the latest best practice for PSHE teaching.
- The Curriculum Manager is responsible for supporting the PSHE subject leader in their role.
- The Academic Lead is responsible for ensuring progression and continuity across the school.
- The Pastoral Lead is responsible for overseeing any required additional support identified during teaching or assessment.
- The Headteacher is responsible for overall academic provision and performance.

### Organisation

PSHE at Grendon is taught through a broad programme of PSHE education beyond the statutory requirements.

#### **Statutory Relationships education:**

Parents are not able to withdraw their children from this statutory content.

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

A summary of how the statutory content for Relationships Education will be covered at Grendon Primary School is included in Appendix 1.

- Content which is sensitive, but not optional is highlighted in Appendix 3.

#### **Broader PSHE**

Parents are not able to withdraw their children from this content.

- Growth mindset

- Money, budgeting and finance
- Rights and responsibilities
- Democracy
- local, national and global citizenship

The environment

### **Statutory Health education:**

Parents are not able to withdraw their children from this statutory content.

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

A summary of how the statutory content for Health Education is covered at Grendon Primary School is included in Appendix 2.

Content which is sensitive, but not optional is highlighted in Appendix 3.

### **Non-statutory Sex Education:**

Parents have a right to withdraw their child from this non-statutory content.

- Sex Education content is taught in mixed gender class groups
- Sex Education content will be delivered by children's normal class teacher but this teaching should be supported by a member of school staff who has received specialised training
- Parents will be informed in advance that Sex Education content will be taught and will be encouraged to take the opportunity to
  - a) View lesson plans and teaching materials prior to teaching
  - b) Exercise their right to withdraw pupils from any non-statutory SE content but not from any statutory Health Education, Relationships Education or Science Curriculum content. (see appendix 3).
- Should a parent or carer wish to withdraw their child from sex education they should take the opportunities offered to discuss the lesson content and to view the teaching materials with the PSHE lead and the child's class teacher. They should then express this choice in a letter addressed to the Headteacher. Pupils withdrawn from lessons will be sent to work in another classroom on an independent task while the lesson takes place.

A summary of the Sex Education content we have opted to teach at Grendon Primary School is included in appendix 4.

We use the expert written lesson plans from the well-established, high quality Coram Life Education SCARF scheme to deliver all our PSHE teaching. Lessons focus on a social norms approach; looking at what is normal in a fact-based manner rather than personalising experiences.

The SCARF programme provides a comprehensive scheme of work for PSHE and wellbeing. SCARF planning is a spiral curriculum and covers all of the DfE's new statutory requirements for Relationships Education and Health Education and the PSHE Association's Programme of Study recommended learning opportunities. In some instances, SCARF lesson content intended for a year group has been placed in an older year group which reflects school specific Leadership decisions specific to our pupils about vocabulary or pupil maturity.

Our PSHE provision includes content prepared by external expert organisations such as the NSPCC or the Red Cross. Opportunities for PSHE sessions delivered by external facilitators (e.g. Life Education Service) to support the core lessons may be included where the school budget allows. Lessons to be delivered in each year band at Grendon Primary School have been selected to ensure coverage and breadth is maintained.

For each year band, the lessons to cover in each half term are specified. Class teachers should access and follow the lesson plans from the Coram Life Education website, preparing resources and adapting content as necessary. Where the scheme refers to Life Education bus content and the children have not attended that Life Bus session, a summary introduction will have to be created instead.

Each half term, 'We Can' certificates will be awarded to individuals in each class who have demonstrated significant achievement or progress in a specific focus area.

The half termly focuses are:

Autumn A	Me and My Relationships	<ul style="list-style-type: none"> <li>• Feelings &amp; emotions</li> <li>• Friendship</li> <li>• Conflict resolution</li> </ul>
Autumn B	Being My Best.	<ul style="list-style-type: none"> <li>• Being healthy</li> <li>• Having a 'Growth Mindset'</li> <li>• Goal setting &amp; celebrating achievement.</li> </ul>
Spring A	Valuing Difference.	<ul style="list-style-type: none"> <li>• Understanding what is special about ourselves</li> <li>• Understanding how other people are similar or different to ourselves</li> <li>• Considering stereotypes</li> <li>• Learning about tolerance and respect</li> <li>• British Values focus</li> </ul>
Spring B	Growing and Changing	<ul style="list-style-type: none"> <li>• Life Stages</li> <li>• Bodies</li> <li>• Puberty</li> <li>• Sex Education content</li> </ul>
Summer A	Rights and Responsibilities	<ul style="list-style-type: none"> <li>• Money</li> <li>• Democracy</li> <li>• Citizenship, the wider world</li> <li>• The Environment</li> <li>• Children's Rights</li> </ul>
Summer B	Keeping Myself Safe	<ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Drugs</li> <li>• Sun safety</li> <li>• Bullying</li> <li>• Relationships Education (safeguarding)</li> </ul>

PSHE learning is supported and enhanced by additional teaching and discussion opportunities in assembly time. This is matched to the half termly focus.

The EYFS

Focussed work on PSHE is arguably most important in the Early Years as children are supported to develop their fundamental personal, social and emotional skills. This is why PSED is included in the EYFS as one of the 3 prime areas. A child's ability to build relationships, self-regulate their emotions and behaviour, control their attention and remain task orientated is essential for children to succeed. There is additional strong evidence that a child's ability to 'self-regulate' is a strong predictor for pre-reading skills and later outcomes in Maths and Literacy.

At Grendon, the PSED scheme has been planned to meet all statutory requirements.

### Teaching and Learning

Teaching is different in PSHE. A teacher's role in PSHE is often more as a facilitator than an instructor. Pupils are guided to discuss and understand ideas.

Best practice is for PSHE to be taught by the regular class teacher. This enables pupils to feel secure in the presence of a familiar adult and allows the impact of PSHE teaching to be more readily translated across the school week. Through teaching PSHE, a class teacher will further embed the strong relationships needed to ensure pupils achieve their best. Most importantly however, a class teacher delivering PSHE lessons is the strongest model for ensuring safeguarding responsibilities are met; pupils are most likely to open up with a class teacher and the class teacher is best placed to know the specific safeguarding concerns related to pupils in their class.

The delivery of Sex Education lessons follows the same familiar model format as all other PSHE teaching. It should not be treated as a special event and the regular class teacher should be present, albeit supported by a member of staff with specific RSE training.

PSHE has a central role in the school curriculum unlocking pupils' ability to access learning. Lessons have very specific learning objectives and outcome and generate discussion but also physical work in books and for display. Strong vertical links to earlier and later PSHE are embedded as are horizontal or diagonal links to other areas of the curriculum or other year groups.

Teachers use a range of learning techniques, with an emphasis on active learning, by including the children in discussions, investigations and problem-solving activities. Teaching techniques will be adjusted to ensure they reflect the age and needs of pupils.

The SCARF programme uses a range of stories, objects, games, puppet characters, mime, images, video clips to engage pupils and help them to understand lesson content and link it to their real-life experiences. Tasks include drama, freeze-frames, discussion, writing, drawing or technology to enable children to demonstrate their understanding. The instructions for all activities are clearly outlined in lesson plans.

Some lessons refer to the use of Circle Time. Clear ground rules need to be established for this to enable children to share and learn from other's experiences. Effective Circle Time can develop positive relationships between children. Special Circle time rules should be discussed whenever you hold a Circle Time.

- We sit still (either on chairs or the carpet)
- We do not interrupt other speakers
- We put our hand up to show that we want to speak (or another agreed signal)
- We take turns (passing a toy or object)

- You do not have to speak.
- We can respect other people's ideas and feelings

When teaching more sensitive elements of the PSHE curriculum or Sex Education, it will be appropriate to add to these rules with:

- Do not ask personal questions or give personal information (speak impersonally 'some people... usually... etc.)
- Do not try to embarrass someone else
- You don't have to share your ideas

Adults should sit as part of the circle and model following the rules. The level of interaction will depend on the age and maturity of the children.

Children will inevitably ask questions as part of the learning journey in PSHE lessons. Sometimes, a child may ask a difficult, age-inappropriate or explicit question. Children's questions should be answered at a level appropriate to their age in an honest, factual and sensitive manner. Questions do not have to be answered immediately, but can be individually addressed at a later time, following guidance from a leader or consultation of subject matter. In these cases, children should not be made to feel embarrassed for asking. A simple response from a teacher such as "this is not part of what we learn in Year 2" or "You'll learn more about that in Year 4" would be adequate. Teachers must use their skill and discretion and always follow normal safeguarding procedures to protect themselves and the children. This may involve asking another member of staff to be present when responding to the child's question.

It is vital that all facts and information taught in PSHE is correct. By following the specified lesson plans, teachers should be equipped with correct facts. Staff should check content carefully before teaching and discuss any questions with the PSHE Subject Leader or Senior Leaders.

Teachers must use correct, scientific vocabulary when teaching PSHE. The appropriate vocabulary is all set out in the SCARF lesson plans. Children should be taught and encouraged to use the correct vocabulary too. Where a child uses a colloquial word in place of approved vocabulary they should be gently re-directed to the appropriate word. "Yes, some people do use the word XYZ but the scientific word for XYZ is ABC".

### Planning Process

#### Unit Plans:

A unit plan showing the SCARF lessons to be covered each half term is provided to staff in Curriculum folders.

Vertical links allow PSHE learning to build progressively between year groups.

Horizontal links allow children to link their PSHE learning to other subjects in their year band.

Diagonal links allow children to link their PSHE learning back to other subjects covered in earlier year groups.

#### Mapping:

Teachers delivering the unit will read the lesson plans in advance of teaching and seek any advice or clarification required from the PSHE subject leader or the DSLs as required.

Class teachers must identify which resources will be required, check what is available and make a request to the PSHE subject leader for any additional resources required.

#### Lesson Planning:

Teachers then produce Smart board planning for the individual lessons to deliver the required content.

Lesson plans should contain differentiation as appropriate to the children. The focus for lessons should be on the PSHE knowledge and skills.

### Resources

Collections of fiction and non-fiction books related to each area of PSHE teaching are stored in box files in the staffroom.

The PSHE cupboard beneath the book files contains various resources which include puppets and card games useful for activities.

There are many online resources available at no cost which can be used for Circle time activities.



### Safeguarding and PSHE

Safeguarding is our primary responsibility in school.

The value of trusting and safe relationship between the regular class teacher and the pupils in their class cannot be underestimated when delivering PSHE. Children must feel secure when discussing the ideas in PSHE and this sense of security may lead to safeguarding disclosures.

The nature of topics covered in PSHE, together with the supportive, less formal approach, may uncover safeguarding concerns. All staff are reminded about being vigilant for this and responding appropriately. Teachers must follow the school safeguarding procedures and report any concerns to DSLs through the normal processes and timescales.

If any safeguarding concerns become apparent during assessment, these must be shared with the Pastoral team and DSLs using Cpoms so the necessary actions to support the child can be put in place.

### Equality and Inclusion

PSHE teaching will be accessible to all children and challenge them appropriately. Where children need additional support this may be provided through scaffolding or adult support as part of universal provision.

### Recording

The PSHE lessons to be taught each half term are specified in the Curriculum Plans. There should be some evidence of recorded work (appropriate to the pupils age and ability) is recorded in children's PSHE books.

## **Impact**

By the end of their time at Grendon Primary School children will have been exposed to a broad PSHE curriculum. They will have explored healthy relationships and their impact, ways to stay healthy as well as how to cope with change and increasing responsibilities. They will have learnt strategies to recognise and manage their own and others' emotions.

### Assessment

Assessments are made at the end of each unit. Class teachers refer to the progression criteria referenced on unit plans and make a judgement on which children are meeting the expected standard, below the expected standard or exceeding the expected standard.

Any children identified as below the expected standard should be referred to the Pastoral Team and DSLs using CPoms so that the correct support and safeguarding measures can be put in place.

PSHE Lesson Plans: Year by Year, Term by Term including reference to statutory HED / RelsEd content.

☞ Sensitive Content    ☞ Optional Content (RSE content beyond the statutory requirements: parents have a right to withdraw children from these lessons)

	<b>Autumn A</b> ⑤ <b>Me and My Relationships</b>	<b>Autumn B</b> ④ <b>Being My Best</b>	<b>Spring A</b> ③ <b>Valuing Difference</b>	<b>Spring B</b> ④ <b>Growing and Changing</b>	<b>Summer A</b> ③ <b>Rights and Responsibilities</b>	<b>Summer B</b> ④ <b>Keeping Myself Safe</b>
<b>Rec</b>	<b>We Can</b> PSED 1, PSED 2, PSED 3, PSED 5, PSED 7		<b>I can keep myself healthy</b> PD12 * <a href="#">Healthy Eating</a> * <a href="#">My Healthy Mind</a> * <a href="#">Move your Body</a> * <a href="#">A Good Night's Sleep</a>	<b>I can stay safe by the road</b> PD12 * <a href="#">BRAKE ABC advice</a>	<b>I can understand how other people feel</b> PSED6 * <a href="#">My Feelings 2</a> * <a href="#">Same and Different</a> * <a href="#">I am Caring</a>	<b>I can be resilient and persevere when I face challenges</b> * <a href="#">Bouncing Back</a> * <a href="#">Yes! I Can!</a>
<b>Year One</b>	* <b>CLASS RULES</b> * Thinking about feelings R29, H2, H3, H4, H7 * Our feelings R29, H1, H2, H3, H4, H7 * Our special people balloons R3, R4 ☞ * Good friends R7, R8, R9	* Eat well H22, H23, H24 * Catch it! Bin it! Kill it! H30 * Harold learns to ride his bike * Harold has a bad day R8, R10, R13, R14, R16	* Same or different? R3, R4, R12, R13 * Unkind, tease or bully? R8, R9, R10, R16, R17, H8 * It's not fair! R8, R9, R10, R13, R14	* Feelings and bodies H2, H3, H6, H7 * Inside my wonderful body! H21 * Then and now H34 * Surprises and secrets R6, R10, R19, R25, R26, R28, R29, R30, R31, R32	* Harold's wash and brush up H29, H30 * Around and about the school * Taking care of something R16	* Healthy me H18, H20, H28, H29 * Who can help? (1) R6, R10, R29 * Good or bad touches? R6, R19, R25, R26, R29, R31, R32 ☞ * Basic first aid H32, H33
<b>Year Two</b>	* <b>CLASS RULES USE:</b> Our ideal classroom (1) / (2) R13 R14 * Bullying or teasing? R16, R17 * Don't do that! R17 * Being a good friend R7, R8, R9 * Let's all be happy! H2, H9	* You can do it! * My day H3, H19, H22 * Harold's bathroom H29 * My body needs... H18, H22, H28	* What makes us who we are? R12, R13 * My special people R14, R1, R2, R3, R4 * An act of kindness R9, R13, R14	* Y1 Keeping privates private R27, R31 ☞ * Sam moves house H2 * Haven't you grown! H34 * Y1 Taking care of a baby R2, H34	* Getting on with others R11, R14, R16, R17 * Feeling safe R30, R31, R32 * Harold saves for something special	* SUN SAFETY H27 * Harold's picnic H3, H4 * I don't like that! R19, R27, H2 ☞ * Basic first aid H32, H33
<b>Year Three</b>	* <b>CLASS RULES</b> * Looking after our special people R2, R7, R8 * How can we solve this problem? R9, R10, R12 * Dan's dare R25 * Friends are special R7, R8, R10	* Poorly Harold H30 * For or against? R12, R13, R14 * I am fantastic! R20 * Top talents	* Family and friends R1, R2, R3, R4, R18 ☞ * Let's celebrate our differences R3, R12, R13, R17, R21, H8, H15 * Zeb R12, R16, R17, R18, R21, H8, H15	* Relationship Tree R7, R8, R11, R21 * Body space R27 ☞ * Secret or surprise? R26 * Y2 My body, your body H34 ☞	* Helping each other to stay safe R32 * Recount task H16 * Harold's environment project	* Alcohol and cigarettes: the facts H24, H25 * Help or harm? H24, H25 * None of your business! R19, R20, R21, R22, R23, R24, R25, R28, R29, H13, H15, H17 * Basic first aid H32, H33
<b>Year Four</b>	* <b>CLASS RULES</b> * Ok or not ok? (part 1) R8, R9, R10, R11, R12, R13, R16, H3 * Ok or not ok? (part 2) R8, R10, R11, R12, R15, R16, H3 * Different feelings H1, H2, H3, H4 * Under pressure R12, R17, H8, H15	* What makes me ME! (formerly Diversity World) R12, R13, R15 * Making choices (formerly Conformatron control) R8, R12 * SCARF Hotel (formerly Diversity World Hotel) H22, H23, H24 * My school community (1)	* Can you sort it? R7, R8, R9, R10, R11, R12, R13, R16 * Islands R19, R25, R27, R29 ☞ * That is such a stereotype! R18, R24, H12	* My feelings are all over the place! R1, R2, R3, R11, H3, H4, H34 * Y3 My changing body H34, H35 ☞ * All change! H34 ☞ * Together R2, R3, R4, R5, R7 ☞	* Who helps us stay healthy and safe? R30, R31, R32, H21 * It's your right * Safety in numbers R16, R17	* Danger, risk or hazard? R28, R29, H22 * Picture Wise R22, R24 * Keeping ourselves safe R9, R11, R15, R17 * Basic first aid H32, H33
<b>Year Five</b>	* <b>CLASS RULES</b> * Give and take R8, R9 * How good a friend are you? R7, R8, R9, R10 * Being assertive R9, R11, R12 * Our emotional needs H2, H3, H4, H9	* Getting fit H25 * Different skills * Independence and responsibility * Star qualities? H14	* Qualities of friendship R8, R9, R10, R11, R12, R13, R14, R15, R16 * The land of the Red People R3, R9, R12, R13, R15, R16 * Is it true? R12, R13, R17, R18, R21, R22, R23, R24, R25, H12, H13, H15, H16 ☞	* Changing bodies and feelings R31, H21, H30, H34 ☞ * Growing up and changing bodies R6, R19, R26, R27, H34, H35 ☞ * Help! I'm a teenager - get me out of here! R2, R4, R12, R13, R14, R15, H34 ☞ * Dear Ash R26, R28, R29, R30, R31, R32	* What's the story? H16, H17, H20, H22 * Rights, responsibilities and duties * Mo makes a difference H5	* Spot bullying R20, R21, R22, R24, H8, H14 * Play, like, share R20, R21, R22, R23, R24, R25, R28, H13, H15, H17 * Smoking: what is normal? H16, H25 * Basic first aid H32, H33
<b>Year Six</b>	* <b>CLASS RULES</b> * Solve the friendship problem R8, R9, R10, R11 * Assertiveness skills (formerly Behave yourself - 2) R13, R15, R16, R19 * Dan's day R2, R7, R8, R9, H1, H2, H3, H4 * Acting appropriately ☞ R16, R17, R25, R26, R27, R28, R29, R30, R31, R32	* Five Ways to Wellbeing project H1, H5, H6, H7, H12, H19 * What's the risk? (1) R1, R8, R9, R11, R12, R15, R17, R25, H25 * What's the risk? (2) R1, R22, R25, R26, R28, H16 * This will be your life	* OK to be different R8, R12 * Tolerance and respect for others R16 * Boys will be boys? - challenging gender stereotypes R12, R13, R17, R18, H12, H16	* Managing change R1, R6, H2, H4, H6, H10 * I look great! R13, R15, H12 * Is this normal? R12, H34, H35 ☞ * Making babies R3, R4, R27, R30, R31, R32, H34, H35 ☞	* Fakebook friends R19, R20, H1, H14, H16 * Jobs and taxes * Democracy in Britain 1 - Elections	* Traffic lights R22, R24, H13 * Drugs: it's the law! H24, H25 * Alcohol: what is normal? H24, H25 * Basic first aid H32, H33

## APPENDIX 1: Relationships Education: Statutory Coverage

The lessons outlined in Appendix 1 form our statutory Relationships Education coverage. There is no parental right to withdraw pupils from these lessons.

Statutory Requirement	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>RELATIONSHIPS EDUCATION: Families and people who care for me</b>						
<b>R1</b> That families are important for children growing up because they can give love, security and stability.	<a href="#">Who are our special people?</a>	<a href="#">My special people</a>	<a href="#">Family and friends</a>	<a href="#">Friend or acquaintance?</a> <a href="#">My feelings are all over the place!</a>		<a href="#">Advertising friendships!</a> <a href="#">Joe's story (part 2)</a> <a href="#">What's the risk? (2)</a>
<b>R2</b> 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.	<a href="#">Taking care of a baby</a> <a href="#">Who are our special people?</a>	<a href="#">My special people</a>	<a href="#">Family and friends</a> <a href="#">Looking after our special people</a>	<a href="#">My feelings are all over the place!</a> <a href="#">Friend or acquaintance?</a>	<a href="#">Help! I'm a teenager - get me out of here!</a>	<a href="#">Dan's day</a> <a href="#">Helpful or unhelpful?</a> <a href="#">Managing change</a>
<b>R3</b> 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.	<a href="#">Same or different?</a> <a href="#">Who are our special people?</a> <a href="#">Our special people balloons</a>	<a href="#">My special people</a>	<a href="#">Family and friends</a> <a href="#">Let's celebrate our differences</a>	<a href="#">My feelings are all over the place!</a> <a href="#">What would I do?</a> <a href="#">The people we share our world with</a> <a href="#">Together</a>	<a href="#">The land of the Red People</a>	<a href="#">Making babies</a> <a href="#">Don't force me</a>
<b>R4</b> 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.	<a href="#">Same or different?</a> <a href="#">Our special people balloons</a> <a href="#">Who are our special people?</a>	<a href="#">My special people</a>	<a href="#">Family and friends</a>	<a href="#">Together</a>	<a href="#">Help! I'm a teenager - get me out of here!</a>	<a href="#">Advertising friendships!</a> <a href="#">Don't force me</a> <a href="#">Making babies</a>
<b>R5</b> That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.				<a href="#">Together</a>		<a href="#">Don't force me</a>
<b>R6</b> How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	<a href="#">Good or bad touches?</a> <a href="#">Who can help? (1)</a> <a href="#">Surprises and secrets</a>				<a href="#">Growing up and changing bodies</a>	<a href="#">Don't force me</a> <a href="#">Helpful or unhelpful?</a> <a href="#">Managing change</a>
<b>RELATIONSHIPS EDUCATION: Caring Friendships</b>						
<b>R7</b> How important friendships are in making us feel happy and secure, and how people choose and make friends.	<a href="#">Good friends</a>	<a href="#">Being a good friend</a>	<a href="#">Looking after our special people</a> <a href="#">Friends are special</a> <a href="#">Relationship Tree</a>	<a href="#">Together</a> <a href="#">Friend or acquaintance?</a> <a href="#">Can you sort it?</a>	<a href="#">It could happen to anyone</a> <a href="#">How good a friend are you?</a> <a href="#">Qualities of friendship</a>	<a href="#">Advertising friendships!</a> <a href="#">Dan's day</a> <a href="#">Joe's story (part 2)</a>
<b>R8</b> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	<a href="#">Good friends</a> <a href="#">How are you listening?</a> <a href="#">Pass on the praise!</a> <a href="#">Harold has a bad day</a> <a href="#">It's not fair!</a> <a href="#">Unkind, tease or bully?</a> <a href="#">Who can help? (2)</a>	<a href="#">Being a good friend</a>	<a href="#">Relationship Tree</a> <a href="#">Friends are special</a> <a href="#">Looking after our special people</a>	<a href="#">Ok or not ok? (part 2)</a> <a href="#">Ok or not ok? (part 1)</a> <a href="#">Can you sort it?</a> <a href="#">Friend or acquaintance?</a> <a href="#">Making choices (formerly Conformation control)</a>	<a href="#">How good a friend are you?</a> <a href="#">Give and take</a> <a href="#">It could happen to anyone</a> <a href="#">Qualities of friendship</a> <a href="#">Relationship cake recipe</a> <a href="#">Being assertive</a>	<a href="#">Dan's day</a> <a href="#">Advertising friendships!</a> <a href="#">Solve the friendship problem</a> <a href="#">OK to be different</a> <a href="#">Joe's story (part 1)</a> <a href="#">What's the risk? (1)</a>
<b>R9</b> That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	<a href="#">Good friends</a> <a href="#">Who can help? (2)</a> <a href="#">Unkind, tease or bully?</a> <a href="#">It's not fair!</a>	<a href="#">Being a good friend</a> <a href="#">A helping hand</a> <a href="#">An act of kindness</a>	<a href="#">How can we solve this problem?</a>	<a href="#">Ok or not ok? (part 1)</a> <a href="#">An email from Harold!</a> <a href="#">Keeping ourselves safe</a> <a href="#">Can you sort it?</a>	<a href="#">Qualities of friendship</a> <a href="#">It could happen to anyone</a> <a href="#">Give and take</a> <a href="#">How good a friend are you?</a> <a href="#">Being assertive</a> <a href="#">Relationship cake recipe</a> <a href="#">The land of the Red People</a>	<a href="#">Solve the friendship problem</a> <a href="#">Advertising friendships!</a> <a href="#">Dan's day</a> <a href="#">What's the risk? (1)</a> <a href="#">Joe's story (part 1)</a> <a href="#">Joe's story (part 2)</a>
<b>R10</b> 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.	<a href="#">How are you listening?</a> <a href="#">It's not fair!</a> <a href="#">Harold has a bad day</a> <a href="#">Surprises and secrets</a> <a href="#">Unkind, tease or bully?</a> <a href="#">Who can help? (2)</a> <a href="#">Who can help? (1)</a>	<a href="#">Solve the problem</a>	<a href="#">How can we solve this problem?</a> <a href="#">Friends are special</a>	<a href="#">Ok or not ok? (part 1)</a> <a href="#">Ok or not ok? (part 2)</a> <a href="#">Can you sort it?</a> <a href="#">What would I do?</a>	<a href="#">How good a friend are you?</a> <a href="#">Qualities of friendship</a> <a href="#">Relationship cake recipe</a>	<a href="#">Advertising friendships!</a> <a href="#">Solve the friendship problem</a> <a href="#">Joe's story (part 2)</a>
<b>R11</b> 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	<a href="#">How are you listening?</a> <a href="#">Pass on the praise!</a>	<a href="#">Solve the problem</a> <a href="#">Getting on with others</a>	<a href="#">Relationship Tree</a>	<a href="#">Ok or not ok? (part 2)</a> <a href="#">Ok or not ok? (part 1)</a> <a href="#">What would I do?</a>	<a href="#">Qualities of friendship</a> <a href="#">It could happen to anyone</a> <a href="#">Relationship cake recipe</a>	<a href="#">Solve the friendship problem</a> <a href="#">Advertising friendships!</a> <a href="#">Joe's story (part 1)</a> <a href="#">What's the risk? (1)</a>

situations and how to seek help or advice from others, if needed.				<a href="#">Keeping ourselves safe</a> <a href="#">How dare you!</a> <a href="#">My feelings are all over the place!</a> <a href="#">Can you sort it?</a> <a href="#">Islands</a>	<a href="#">Being assertive</a> <a href="#">Ella's diary dilemma</a>	<a href="#">Assertiveness skills (formerly Behave yourself - 2)</a>
<b>RELATIONSHIPS EDUCATION:: Respectful relationships</b>						
<b>R12</b> 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	<a href="#">Pass on the praise!</a> <a href="#">How are you listening?</a> <a href="#">Same or different?</a>	<a href="#">What makes us who we are?</a>	<a href="#">How can we solve this problem?</a> <a href="#">Let's celebrate our differences</a> <a href="#">Respect and challenge</a> <a href="#">For or against?</a> <a href="#">Zeb</a> <a href="#">Our friends and neighbours</a> <a href="#">Thunks</a>	<a href="#">Ok or not ok? (part 1)</a> <a href="#">Ok or not ok? (part 2)</a> <a href="#">The people we share our world with</a> <a href="#">Under pressure</a> <a href="#">Friend or acquaintance?</a> <a href="#">Can you sort it?</a> <a href="#">What makes me ME!</a> (formerly <a href="#">Diversity World</a> ) <a href="#">What would I do?</a> <a href="#">Making choices</a> (formerly <a href="#">Conformatron control</a> )	<a href="#">Qualities of friendship</a> <a href="#">Happy being me</a> <a href="#">Kind conversations</a> <a href="#">Being assertive</a> <a href="#">Spot bullying</a> <a href="#">The land of the Red People</a> <a href="#">Help! I'm a teenager - get me out of here!</a> <a href="#">Stop, start, stereotypes</a> <a href="#">Is it true?</a>	<a href="#">Respecting differences</a> <a href="#">OK to be different</a> <a href="#">Is this normal?</a> <a href="#">Media manipulation</a> <a href="#">Boys will be boys?</a> <a href="#">- challenging gender stereotypes</a> <a href="#">I look great!</a> <a href="#">Don't force me</a> <a href="#">What's the risk? (1)</a> <a href="#">Behave yourself</a> <a href="#">Joe's story (part 1)</a> <a href="#">We have more in common than not</a> <a href="#">Tolerance and respect for others</a>
<b>R13</b> Practical steps they can take in a range of different contexts to improve or support respectful relationships.	<a href="#">Same or different?</a> <a href="#">Why we have classroom rules</a> <a href="#">Harold has a bad day</a> <a href="#">It's not fair!</a>	<a href="#">Our ideal classroom (1)</a> <a href="#">How do we make others feel?</a> <a href="#">What makes us who we are?</a> <a href="#">An act of kindness</a>	<a href="#">Let's celebrate our differences</a> <a href="#">For or against?</a> <a href="#">Thunks</a> <a href="#">Our friends and neighbours</a>	<a href="#">Ok or not ok? (part 1)</a> <a href="#">The people we share our world with</a> <a href="#">What would I do?</a> <a href="#">My feelings are all over the place!</a> <a href="#">What makes me ME!</a> (formerly <a href="#">Diversity World</a> ) <a href="#">Human machines</a> <a href="#">Can you sort it?</a>	<a href="#">Happy being me</a> <a href="#">Qualities of friendship</a> <a href="#">Is it true?</a> <a href="#">Help! I'm a teenager - get me out of here!</a> <a href="#">The land of the Red People</a> <a href="#">Kind conversations</a> <a href="#">Ella's diary dilemma</a>	<a href="#">Respecting differences</a> <a href="#">Tolerance and respect for others</a> <a href="#">Behave yourself</a> <a href="#">I look great!</a> <a href="#">Boys will be boys?</a> <a href="#">- challenging gender stereotypes</a> <a href="#">Assertiveness skills (formerly Behave yourself - 2)</a>
<b>R14</b> The conventions of courtesy and manners.	<a href="#">Pass on the praise!</a> <a href="#">It's not fair!</a> <a href="#">Harold has a bad day</a> <a href="#">Why we have classroom rules</a> <a href="#">Harold's school rules</a>	<a href="#">Our ideal classroom (2)</a> <a href="#">An act of kindness</a> <a href="#">Getting on with others</a>	<a href="#">Respect and challenge</a> <a href="#">For or against?</a> <a href="#">Thunks</a>	<a href="#">What would I do?</a> <a href="#">In the news!</a>	<a href="#">Qualities of friendship</a> <a href="#">Happy being me</a> <a href="#">Relationship cake recipe</a> <a href="#">Help! I'm a teenager - get me out of here!</a>	<a href="#">Respecting differences</a>
<b>R15</b> The importance of self-respect and how this links to their own happiness.				<a href="#">How dare you!</a> <a href="#">Keeping ourselves safe</a> <a href="#">What makes me ME!</a> (formerly <a href="#">Diversity World</a> ) <a href="#">Ok or not ok? (part 2)</a>	<a href="#">Happy being me</a> <a href="#">Qualities of friendship</a> <a href="#">Help! I'm a teenager - get me out of here!</a> <a href="#">Relationship cake recipe</a> <a href="#">The land of the Red People</a> <a href="#">Ella's diary dilemma</a> <a href="#">Kind conversations</a>	<a href="#">Assertiveness skills (formerly behave yourself - 2)</a> <a href="#">Media manipulation</a> <a href="#">I look great!</a> <a href="#">Behave yourself</a> <a href="#">What's the risk? (1)</a> <a href="#">Joe's story (part 1)</a>
<b>R16</b> 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.	<a href="#">Pass on the praise!</a> <a href="#">Harold's school rules</a> <a href="#">Taking care of something</a> <a href="#">Who can help? (2)</a> <a href="#">Unkind, tease or bully?</a> <a href="#">Harold has a bad day</a>	<a href="#">Bullying or teasing?</a> <a href="#">Getting on with others</a> <a href="#">Don't do that!</a> <a href="#">Types of bullying</a>	<a href="#">Zeb</a>	<a href="#">Ok or not ok? (part 2)</a> <a href="#">Ok or not ok? (part 1)</a> <a href="#">The people we share our world with</a> <a href="#">Safety in numbers</a> <a href="#">Can you sort it?</a> <a href="#">What would I do?</a>	<a href="#">Qualities of friendship</a> <a href="#">Taking notice of our feelings</a> <a href="#">Happy being me</a> <a href="#">Kind conversations</a> <a href="#">Ella's diary dilemma</a> <a href="#">The land of the Red People</a> <a href="#">Relationship cake recipe</a>	<a href="#">Respecting differences</a> <a href="#">Behave yourself</a> <a href="#">Assertiveness skills (formerly Behave yourself - 2)</a> <a href="#">Don't force me</a> <a href="#">Tolerance and respect for others</a> <a href="#">We have more in common than not</a> <a href="#">Joe's story (part 2)</a> <a href="#">Acting appropriately</a>
<b>R17</b> 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.	<a href="#">Unkind, tease or bully?</a> <a href="#">Who can help? (2)</a>	<a href="#">Bullying or teasing?</a> <a href="#">Types of bullying</a> <a href="#">Don't do that!</a> <a href="#">Getting on with others</a>	<a href="#">Let's celebrate our differences</a> <a href="#">Zeb</a>	<a href="#">Safety in numbers</a> <a href="#">Under pressure</a> <a href="#">What would I do?</a> <a href="#">Keeping ourselves safe</a> <a href="#">How dare you!</a>	<a href="#">Happy being me</a> <a href="#">Stop, start, stereotypes</a> <a href="#">Is it true?</a>	<a href="#">OK to be different</a> <a href="#">Acting appropriately</a> <a href="#">We have more in common than not</a> <a href="#">Boys will be boys?</a> <a href="#">- challenging gender stereotypes</a> <a href="#">Behave yourself</a> <a href="#">What's the risk? (1)</a>
<b>R18</b> What a stereotype is, and how stereotypes can be unfair, negative or destructive.			<a href="#">Zeb</a> <a href="#">Family and friends</a>	<a href="#">That is such a stereotype!</a>	<a href="#">Happy being me</a> <a href="#">Is it true?</a> <a href="#">Stop, start, stereotypes</a>	<a href="#">Boys will be boys?</a> <a href="#">- challenging gender stereotypes</a> <a href="#">Media manipulation</a> <a href="#">Two sides to every story</a>

<b>R19</b> The importance of permission-seeking and giving in relationships with friends, peers and adults.	<a href="#">Good or bad touches?</a> <a href="#">Surprises and secrets</a>	<a href="#">I don't like that!</a>	<a href="#">None of your business!</a>	<a href="#">Islands</a> <a href="#">Secret or surprise?</a>	<a href="#">Growing up and changing bodies</a> <a href="#">Ella's diary dilemma</a>	<a href="#">Think before you click!</a> <a href="#">It's a puzzle</a> <a href="#">Facebook friends</a> <a href="#">Assertiveness skills (formerly Behave yourself - 2)</a> <a href="#">Don't force me</a>
<b>RELATIONSHIPS EDUCATION: Online Relationships</b>						
<b>R20</b> That people sometimes behave differently online, including by pretending to be someone they are not.			<a href="#">None of your business!</a> <a href="#">I am fantastic!</a>		<a href="#">Spot bullying</a> <a href="#">Play, like, share</a>	<a href="#">Media manipulation</a> <a href="#">Facebook friends</a> <a href="#">Pressure online</a>
<b>R21</b> 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.			<a href="#">Let's celebrate our differences</a> <a href="#">None of your business!</a> <a href="#">Zeb</a> <a href="#">Relationship Tree</a>	<a href="#">How do we make a difference?</a>	<a href="#">Play, like, share</a> <a href="#">Is it true?</a> <a href="#">Spot bullying</a> <a href="#">Communication</a>	<a href="#">It's a puzzle</a> <a href="#">Think before you click!</a>
<b>R22</b> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.			<a href="#">None of your business!</a> <a href="#">Super Searcher</a>	<a href="#">Picture Wise</a>	<a href="#">Communication</a> <a href="#">Spot bullying</a> <a href="#">Is it true?</a> <a href="#">Play, like, share</a>	<a href="#">Think before you click!</a> <a href="#">It's a puzzle</a> <a href="#">Pressure online</a> <a href="#">What's the risk? (2)</a> <a href="#">To share or not to share?</a> <a href="#">Traffic lights</a>
<b>R23</b> How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			<a href="#">Super Searcher</a> <a href="#">Recount task</a> <a href="#">None of your business!</a>		<a href="#">Play, like, share</a> <a href="#">Is it true?</a>	<a href="#">Pressure online</a> <a href="#">It's a puzzle</a> <a href="#">Think before you click!</a>
<b>R24</b> How information and data is shared and used online.			<a href="#">None of your business!</a> <a href="#">Super Searcher</a>	<a href="#">Picture Wise</a> <a href="#">In the news!</a> <a href="#">That is such a stereotype!</a> <a href="#">Raisin challenge (2)</a>	<a href="#">Is it true?</a> <a href="#">Play, like, share</a> <a href="#">Spot bullying</a>	<a href="#">It's a puzzle</a> <a href="#">Pressure online</a> <a href="#">To share or not to share?</a> <a href="#">Traffic lights</a>
<b>RELATIONSHIPS EDUCATION: Being Safe</b>						
<b>R25</b> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	<a href="#">Surprises and secrets</a> <a href="#">Good or bad touches?</a> <a href="#">Harold's school rules</a>	<a href="#">What should Harold say?</a> <a href="#">Should I tell?</a> <a href="#">Fun or not?</a>	<a href="#">Dan's dare</a> <a href="#">Safe or unsafe?</a> <a href="#">None of your business!</a> <a href="#">Raisin challenge (1)</a>	<a href="#">Raisin challenge (2)</a> <a href="#">How dare you!</a> <a href="#">Secret or surprise?</a> <a href="#">Islands</a>	<a href="#">Taking notice of our feelings</a> <a href="#">Ella's diary dilemma</a> <a href="#">Would you risk it?</a> <a href="#">Play, like, share</a> <a href="#">Is it true?</a>	<a href="#">Think before you click!</a> <a href="#">What's the risk? (1)</a> <a href="#">To share or not to share?</a> <a href="#">What's the risk? (2)</a> <a href="#">Acting appropriately</a> <a href="#">Pressure online</a> <a href="#">It's a puzzle</a>
<b>R26</b> 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.	<a href="#">Good or bad touches?</a> <a href="#">Surprises and secrets</a>	<a href="#">Should I tell?</a> <a href="#">My body, your body</a> <a href="#">Respecting privacy</a>	<a href="#">Secret or surprise?</a>	<a href="#">Secret or surprise?</a>	<a href="#">Dear Ash</a> <a href="#">Growing up and changing bodies</a> <a href="#">Ella's diary dilemma</a>	<a href="#">Dear Ash</a> <a href="#">It's a puzzle</a> <a href="#">Acting appropriately</a> <a href="#">What's the risk? (2)</a> <a href="#">To share or not to share?</a>
<b>R27</b> That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.		<a href="#">I don't like that!</a> <a href="#">Fun or not?</a> <a href="#">Keeping privates private</a>	<a href="#">Body space</a>	<a href="#">Secret or surprise?</a> <a href="#">Islands</a>	<a href="#">Growing up and changing bodies</a> <a href="#">Taking notice of our feelings</a>	<a href="#">To share or not to share?</a> <a href="#">Acting appropriately</a> <a href="#">Pressure online</a> <a href="#">Making babies</a>
<b>R28</b> How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	<a href="#">Surprises and secrets</a> <a href="#">I don't like that!</a>	<a href="#">What should Harold say?</a>	<a href="#">Safe or unsafe?</a> <a href="#">Danger or risk?</a> <a href="#">None of your business!</a>	<a href="#">Danger, risk or hazard?</a> <a href="#">Secret or surprise?</a>	<a href="#">Taking notice of our feelings</a> <a href="#">Dear Ash</a> <a href="#">Play, like, share</a>	<a href="#">It's a puzzle</a> <a href="#">Dear Ash</a> <a href="#">Pressure online</a> <a href="#">Acting appropriately</a> <a href="#">What's the risk? (2)</a>
<b>R29</b> How to recognise and report feelings of being unsafe or feeling bad about any adult.	<a href="#">Surprises and secrets</a> <a href="#">Thinking about feelings</a> <a href="#">Our feelings</a> <a href="#">Good or bad touches?</a> <a href="#">Who can help? (1)</a>	<a href="#">Should I tell?</a> <a href="#">Fun or not?</a>	<a href="#">Safe or unsafe?</a> <a href="#">The Risk Robot</a> <a href="#">None of your business!</a>	<a href="#">Danger, risk or hazard?</a> <a href="#">Secret or surprise?</a> <a href="#">Islands</a>	<a href="#">Dear Ash</a> <a href="#">Taking notice of our feelings</a>	<a href="#">Dear Ash</a> <a href="#">Acting appropriately</a> <a href="#">Pressure online</a>
<b>R30</b> How to ask for advice or help for themselves or others, and to keep trying until they are heard.	<a href="#">Surprises and secrets</a>	<a href="#">Feeling safe</a>	<a href="#">Raisin challenge (1)</a>	<a href="#">Who helps us stay healthy and safe?</a> <a href="#">How dare you!</a>	<a href="#">Dear Ash</a>	<a href="#">Dear Ash</a> <a href="#">Acting appropriately</a> <a href="#">Making babies</a> <a href="#">Behave yourself</a>
<b>R31</b> How to report concerns or abuse, and the vocabulary and confidence needed to do so.	<a href="#">Surprises and secrets</a> <a href="#">Good or bad touches?</a>	<a href="#">Feeling safe</a> <a href="#">Keeping privates private</a>		<a href="#">Who helps us stay healthy and safe?</a> <a href="#">Safety in numbers</a> <a href="#">All change!</a> <a href="#">Secret or surprise?</a>	<a href="#">Changing bodies and feelings</a> <a href="#">Dear Ash</a> <a href="#">Taking notice of our feelings</a>	<a href="#">Dear Ash</a> <a href="#">Is this normal?</a> <a href="#">Making babies</a> <a href="#">Don't force me</a> <a href="#">Acting appropriately</a> <a href="#">To share or not to share?</a>

<b>R32</b> Where to get advice e.g. family, school and/or other sources.	<a href="#">Good or bad touches?</a> <a href="#">Surprises and secrets</a>	<a href="#">Feeling safe</a>	<a href="#">Helping each other to stay safe</a>	<a href="#">Who helps us stay healthy and safe?</a>	<a href="#">Taking notice of our feelings</a> <a href="#">Dear Ash</a>	<a href="#">Dear Ash</a> <a href="#">Acting appropriately</a> <a href="#">Making babies</a>
--	---	------------------------------	---	---	---	---

## APPENDIX 2: Health Education: Statutory Coverage

The lessons outlined in Appendix 2 form our statutory Health Education coverage. There is no parental right to withdraw pupils from these lessons.

Statutory Requirement	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>PHYSICAL HEALTH AND MENTAL WELLBEING (HEALTH EDUCATION): Mental wellbeing</b>						
H1 That mental wellbeing is a normal part of daily life, in the same way as physical health.	<a href="#">Our feelings</a>			<a href="#">Different feelings</a>	<a href="#">How good a friend are you?</a>	<a href="#">Rat Park</a> <a href="#">Five Ways to Wellbeing project</a> <a href="#">Dan's day</a> <a href="#">Fakebook friends</a>
H2 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.	<a href="#">Our feelings</a> <a href="#">Harold loses Geoffrey</a> <a href="#">Thinking about feelings</a> <a href="#">Feelings and bodies</a>	<a href="#">Sam moves house</a> <a href="#">I don't like that!</a> <a href="#">Let's all be happy!</a>	<a href="#">My special pet</a>	<a href="#">Moving house</a> <a href="#">Secret or surprise?</a> <a href="#">Different feelings</a>	<a href="#">How good a friend are you?</a> <a href="#">How are they feeling?</a> <a href="#">Our emotional needs</a>	<a href="#">Dan's day</a> <a href="#">Helpful or unhelpful?</a> <a href="#">Managing change</a>
H3 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.	<a href="#">Feelings and bodies</a> <a href="#">Thinking about feelings</a> <a href="#">Our feelings</a>	<a href="#">How do we make others feel?</a> <a href="#">When I feel like erupting</a> <a href="#">Harold's picnic</a> <a href="#">My day</a> <a href="#">An act of kindness</a>	<a href="#">My special pet</a>	<a href="#">Moving house</a> <a href="#">An email from Harold!</a> <a href="#">Different feelings</a> <a href="#">Ok or not ok? (part 2)</a> <a href="#">Ok or not ok? (part 1)</a> <a href="#">When feelings change</a> <a href="#">Secret or surprise?</a> <a href="#">My feelings are all over the place!</a>	<a href="#">How are they feeling?</a> <a href="#">How good a friend are you?</a> <a href="#">Our emotional needs</a>	<a href="#">Dan's day</a> <a href="#">Rat Park</a> <a href="#">I look great!</a>
H4 How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	<a href="#">Our feelings</a> <a href="#">Thinking about feelings</a>	<a href="#">When I feel like erupting</a>	<a href="#">My special pet</a>	<a href="#">Different feelings</a> <a href="#">When feelings change</a> <a href="#">My feelings are all over the place!</a> <a href="#">How dare you!</a> <a href="#">Islands</a>	<a href="#">How are they feeling?</a> <a href="#">Our emotional needs</a>	<a href="#">Rat Park</a> <a href="#">Dan's day</a> <a href="#">Helpful or unhelpful?</a> <a href="#">Managing change</a> <a href="#">Joe's story (part 1)</a>
H5 The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.		<a href="#">Harold's picnic</a>	<a href="#">My community</a> <a href="#">Our helpful volunteers</a>		<a href="#">Mo makes a difference</a>	<a href="#">Five Ways to Wellbeing project</a> <a href="#">Action stations!</a> <a href="#">Rat Park</a>
H6 Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	<a href="#">Feelings and bodies</a> <a href="#">Who are our special people?</a>					<a href="#">Rat Park</a> <a href="#">Five Ways to Wellbeing project</a> <a href="#">Advertising friendships!</a> <a href="#">Joe's story (part 1)</a> <a href="#">Helpful or unhelpful?</a> <a href="#">Managing change</a>
H7 Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	<a href="#">Feelings and bodies</a> <a href="#">Thinking about feelings</a> <a href="#">Our feelings</a>	<a href="#">When someone is feeling left out</a>		<a href="#">An email from Harold!</a>		<a href="#">Five Ways to Wellbeing project</a> <a href="#">Rat Park</a> <a href="#">Joe's story (part 1)</a>
H8 That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	<a href="#">Who can help? (2)</a> <a href="#">Unkind, tease or bully?</a>		<a href="#">Zeb</a> <a href="#">Let's celebrate our differences</a>	<a href="#">Under pressure</a>	<a href="#">Spot bullying</a> <a href="#">Communication</a>	
H9 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).		<a href="#">Let's all be happy!</a>		<a href="#">Moving house</a>	<a href="#">Our emotional needs</a>	<a href="#">Rat Park</a> <a href="#">Helpful or unhelpful?</a> <a href="#">Managing change</a>
H10 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.	This is covered holistically and implicitly throughout the SCARF lesson plans and through all other work on mental wellbeing.					
<b>PHYSICAL HEALTH AND MENTAL WELLBEING (HEALTH EDUCATION): Internet safety and harms</b>						
H11 That for most people the internet is an integral part of life and has many benefits.			<a href="#">Super Searcher</a>			<a href="#">It's a puzzle</a>
H12 About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the				<a href="#">Raisin challenge (2)</a> <a href="#">That is such a stereotype!</a>	<a href="#">Is it true?</a>	<a href="#">Five Ways to Wellbeing project</a> <a href="#">I look great!</a>

impact of positive and negative content online on their own and others' mental and physical wellbeing.						<a href="#">Boys will be boys? – challenging gender stereotypes</a> <a href="#">Media manipulation</a>
H13 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.			<a href="#">Super Searcher</a> <a href="#">None of your business!</a>	<a href="#">Picture Wise</a>	<a href="#">Is it true?</a> <a href="#">Play, like, share</a>	<a href="#">It's a puzzle</a> <a href="#">Traffic lights</a> <a href="#">To share or not to share?</a>
H14 Why social media, some computer games and online gaming, for example, are age restricted.					<a href="#">Star qualities?</a> <a href="#">Spot bullying</a>	<a href="#">Think before you click!</a> <a href="#">Fakebook friends</a>
H15 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.			<a href="#">Let's celebrate our differences</a> <a href="#">None of your business!</a> <a href="#">Zeb</a>	<a href="#">Under pressure</a>	<a href="#">Play, like, share</a> <a href="#">Is it true?</a>	<a href="#">Think before you click!</a> <a href="#">It's a puzzle</a> <a href="#">To share or not to share?</a> <a href="#">Media manipulation</a>
H16 How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			<a href="#">Super Searcher</a> <a href="#">Recount task</a>	<a href="#">Raisin challenge (2)</a> <a href="#">In the news!</a>	<a href="#">Is it true?</a> <a href="#">What's the story?</a> <a href="#">Smoking: what is normal?</a>	<a href="#">Boys will be boys? - challenging gender stereotypes</a> <a href="#">What's the risk? (2)</a> <a href="#">Two sides to every story</a> <a href="#">Fakebook friends</a>
H17 Where and how to report concerns and get support with issues online.			<a href="#">None of your business!</a>	<a href="#">In the news!</a>	<a href="#">Play, like, share</a>	<a href="#">It's a puzzle</a> <a href="#">To share or not to share?</a>
<b>PHYSICAL HEALTH AND MENTAL WELLBEING (HEALTH EDUCATION): Physical health and fitness</b>						
H18 The characteristics and mental and physical benefits of an active lifestyle.	<a href="#">Healthy me</a>	<a href="#">My body needs...</a>				
H19 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.		<a href="#">My day</a>			<a href="#">What's the story?</a>	<a href="#">Five Ways to Wellbeing project</a>
H20 The risks associated with an inactive lifestyle (including obesity).	<a href="#">Healthy me</a>				<a href="#">What's the story?</a>	
H21 How and when to seek support including which adults to speak to in school if they are worried about their health.	<a href="#">Inside my wonderful bod!</a>			<a href="#">Who helps us stay healthy and safe?</a>	<a href="#">Changing bodies and feelings</a>	
<b>PHYSICAL HEALTH AND MENTAL WELLBEING (HEALTH EDUCATION): Healthy Eating</b>						
H22 What constitutes a healthy diet (including understanding calories and other nutritional content).	<a href="#">I can eat a rainbow</a> <a href="#">Eat well</a>	<a href="#">My day</a> <a href="#">My body needs...</a>	<a href="#">Derek cooks dinner! (healthy eating)</a>	<a href="#">Danger, risk or hazard?</a> <a href="#">SCARF Hotel (formerly Diversity World Hotel)</a>	<a href="#">What's the story?</a>	
H23 The principles of planning and preparing a range of healthy meals	<a href="#">I can eat a rainbow</a> <a href="#">Eat well</a>		<a href="#">Derek cooks dinner! (healthy eating)</a>	<a href="#">SCARF Hotel (formerly Diversity World Hotel)</a>		
H24 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).	<a href="#">Eat well</a> <a href="#">I can eat a rainbow</a>		<a href="#">Derek cooks dinner! (healthy eating)</a> <a href="#">Alcohol and cigarettes: the facts</a> <a href="#">Help or harm?</a>	<a href="#">SCARF Hotel (formerly Diversity World Hotel)</a> <a href="#">Know the norms (formerly Tell Mark II)</a>		<a href="#">Rat Park</a> <a href="#">What sort of drug is...?</a> <a href="#">Drugs: it's the law!</a> <a href="#">Alcohol: what is normal?</a> <a href="#">Joe's story (part 1)</a>
<b>PHYSICAL HEALTH AND MENTAL WELLBEING (HEALTH EDUCATION): Drugs, alcohol and tobacco</b>						
H25 The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	<a href="#">What could Harold do?</a>	<a href="#">Harold's picnic</a>	<a href="#">Help or harm?</a> <a href="#">Alcohol and cigarettes: the facts</a>		<a href="#">Smoking: what is normal?</a> <a href="#">Drugs: true or false?</a> <a href="#">Getting fit</a> <a href="#">'Thinking' about habits</a>	<a href="#">What sort of drug is...?</a> <a href="#">Rat Park</a> <a href="#">Alcohol: what is normal?</a> <a href="#">Drugs: it's the law!</a> <a href="#">What's the risk? (1)</a>
<b>PHYSICAL HEALTH AND MENTAL WELLBEING (HEALTH EDUCATION): Health and prevention</b>						
H26 How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body	The writers of the SCARF programme have made a deliberate decision not to include this statement. They say it is more of a safeguarding issue for adults than for direct teaching to children and their concern is that teaching children about this might actually be counter-productive, leading to anxiety and even an unhealthy focus on body weight. There is a thread of learning through ALL SCARF lesson plans with focus on keeping healthy through food, exercise, sleep and dental hygiene.					
H27 About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		Sun Safety.				
H28 The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	<a href="#">Healthy me</a>	<a href="#">My body needs...</a>				

<b>H29</b> About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	<a href="#">Healthy me</a> <a href="#">Harold's wash and brush up</a>	<a href="#">Harold's bathroom</a>				
<b>H30</b> About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	<a href="#">Harold's wash and brush up</a> <a href="#">Catch it! Bin it! Kill it!</a>	<a href="#">Harold's postcard - helping us to keep clean and healthy</a>	<a href="#">Poorly Harold</a>	<a href="#">Medicines: check the label</a>	<a href="#">Changing bodies and feelings</a>	<a href="#">What is HIV?</a>
<b>H31</b> The facts and science relating to allergies, immunisation and vaccination.		<a href="#">Harold's postcard - helping us to keep clean and healthy</a>				
<b>PHYSICAL HEALTH AND MENTAL WELLBEING (HEALTH EDUCATION): Basic First Aid</b>						
<b>H32</b> How to make a clear and efficient call to emergency services if necessary.	<a href="#">Basic first aid</a>	<a href="#">Basic first aid</a> <a href="#">Feeling safe</a>	<a href="#">Basic first aid</a>	<a href="#">Basic first aid</a>	<a href="#">Basic first aid</a>	<a href="#">Basic first aid</a>
<b>H33</b> Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	<a href="#">Basic first aid</a>	<a href="#">Basic first aid</a>	<a href="#">Basic first aid</a>	<a href="#">Basic first aid</a>	<a href="#">Basic first aid</a>	<a href="#">Basic first aid</a>
<b>PHYSICAL HEALTH AND MENTAL WELLBEING (HEALTH EDUCATION): Changing adolescent body</b>						
<b>H34</b> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	<a href="#">Then and now</a>	<a href="#">Haven't you grown!</a> <a href="#">My body, your body</a> <a href="#">Taking care of a baby</a>	<a href="#">My body, your body</a>	<a href="#">My feelings are all over the place!</a> <a href="#">My changing body</a> <a href="#">All change!</a>	<a href="#">Changing bodies and feelings</a> <a href="#">Growing up and changing bodies</a> <a href="#">Help! I'm a teenager - get me out of here!</a>	<a href="#">Is this normal?</a> <a href="#">Making babies</a>
<b>H35</b> About menstrual wellbeing including the key facts about the menstrual cycle.				<a href="#">My changing body</a>	<a href="#">Growing up and changing bodies</a>	<a href="#">Is this normal?</a> <a href="#">Making babies</a>

### Appendix 3: Statutory content which is potentially sensitive

The lessons identified in Appendix 3 all address areas of the statutory Health or Relationships education program that we are required to teach. Some of the lesson content may be seen as sensitive by some families. We will inform parents when these lessons will be taught but parents cannot opt to withdraw their children from these lessons as the content is statutory.

Reception	
There is no sensitive content in the Reception PSHE Curriculum	
Year One	
Autumn A Me and My relationships	<p>☞ Our Special People balloons – Sensitive content but not optional as it covers R3 ‘families are characterised by love and care – they sometimes look different to yours and all families should be respected’</p> <p>The lesson uses the Great Big Book of Families by Koffman and includes images of some same sex parents to illustrate different families.</p>
Summer B Keeping myself safe	<p>☞ Good or Bad Touches – Sensitive content but not optional as it covers R6, R10, R25, R26, R29 R31 and R32.</p> <p>The lesson addresses privacy and unwanted touches using the NSPCC Pants rule and Pantosaurus character. More information for parents here: <a href="https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/pants-parents-guide-online.pdf">https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/pants-parents-guide-online.pdf</a></p>
Year Two	
Spring B Growing and Changing	<p>☞ Keeping Privates Private – Sensitive content but not optional as it covers R31 ‘vocabulary to report concerns of abuse’</p> <p>The lesson (planned by SCARF experts for Y1 children) looks at how toileting has changed since children were a baby in nappies, to a toddler using a potty and now using a toilet. The terminology ‘private parts’ is introduced and the scientific vocabulary for male and female external genitalia (penis/vulva).</p>
Summer B Keeping myself safe	<p>☞ I don’t like that – Sensitive content but not optional as it covers R19, R27, H2.</p> <p>The lesson revisits the NSPCC pants rule and addresses who is safe to share worries with.</p>
Year Three	
Spring A Valuing Difference	<p>☞ Family and Friends – Sensitive content but not optional as it covers R3.</p> <p>The lesson considers some family units with same-sex parents</p>
Spring B Growing and Changing	<p>☞ Body Space R27</p> <p>The lesson revisits the NSPCC PANTS rule</p> <p>☞ My body, your body – Sensitive content but not optional as it covers H34.</p> <p>This is a lesson planned for Year 2 children which we have placed in Y3. The lesson includes a section on naming the genitals (penis/vulva/testicles/nipples) and labelling these on a diagram. The lesson explores how everyone is unique</p>
Year Four	
Spring A Valuing Difference	<p>☞ Islands – Sensitive content but not optional as it covers R19, R25, R27 and R29</p> <p>The lesson explores the idea of personal space and reporting. It revisits the NSPCC Pants rule</p>
Spring B Growing and Changing	<p>☞ All Change – The lesson is sensitive but not optional. Covers statutory content H34.</p> <p>The lesson revisits and expands understanding of male and female body parts (vulva, vagina, ovaries, eggs, womb, clitoris, labia, entrance to the vagina, penis, testicles, sperm, pubic hair)</p> <p>The lesson explores that changes to the body in puberty are to prepare for reproduction in the future.</p> <p>☞ Together - A discussion of a variety of relationship choices, including marriage, living together and civil partnership. This includes same-sex relationships and there is also a discussion of forced marriage.</p>
Year Five	
Spring B Growing and Changing	<p>☞ Changing Bodies and Feelings – sensitive content but not optional as the lesson covers R31, H21, H30 and H24.</p> <p>The lesson includes a labelling task where children label male and female body parts and link these to changes in puberty.</p> <p>The lesson explores changing emotions in puberty.</p> <p>☞ Growing Up and Changing Bodies - Children discuss puberty and the physical changes which occur during puberty for boys and girls</p> <p>☞ HELP! I’m a teenager – get me out of here! In the introduction, children briefly revisit physical changes which occur in puberty but the majority of the lesson is on related emotions</p>
Year Six	
Autumn A	<p>☞ Acting Appropriately</p> <p>The lesson considers different touch – appropriate, inappropriate and illegal. Resources include a reference to FGM although the term is not used.</p>
Spring B Growing and Changing	<p>☞ Is this Normal? Lesson content is sensitive but not optional as it addresses R12, H34 and H35</p> <p>The lesson will revisit what is puberty and address misconceptions about it.</p> <p>The children complete a task where they offer advice about puberty as agony aunts or uncles.</p>