



**Policy: Relationship and Sex Education Policy**

**Date: September 2025**

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**Vice Chair of LAB: Laura Clarke**

**Review date: September 2026**

This RSE policy has been composed by the PSHE lead at Conover and St Edward's CE Primary Schools in consultation with the Executive Headteacher, staff and the Local Governing Board. Parents and pupils were also consulted before the policy was agreed and ratified. The children's and families' needs in the context of local and national issues were considered and the content of the policy and curriculum have been brought into line with the new DFE requirements for primary relationships education which became statutory from September 2020.

The policy will be available to read on our school's website and a hardcopy will be available on request at the school office.

### **What is RSE?**

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships and health.

RSE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships and help them go on, beyond primary school, to take responsibility for their sexual health and well-being.

In line with the DFE guidance, the focus of our RSE at both schools will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and how interlinked physical and mental health are.

Relationship Education has been divided into five elements.:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

### **Aims**

The overall aim is to promote pupils spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to

be more discerning in their relationships and sexual behaviours and more likely to have healthy, safe and fulfilling relationships.

Keeping children safe in education (KCSIE) 2025 sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum, and our RSE curriculum is key to this provision.

This may include covering relevant issues through relationships education (RSE) and through personal, social, health and economic education (PSHE). At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education.

### **Statutory requirements**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made relationships education compulsory in all primary schools from September 2020. Sex education is not compulsory in primary schools, however puberty is covered in the relationships and health education content and the Department for Education continues to recommend that all primary schools should have a sex education program tailored to the age and physical emotional maturity of the pupils. In addition, the national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

We link this work in science to our PSHE curriculum around health and relationships and respond to our children's questions in an age-appropriate way. However, if a parent wishes to withdraw their child from sex education beyond the national curriculum for science, we uphold that right and would welcome a discussion around any concerns.

### **Church of England Charter**

'The legislation makes it clear that all schools should approach RSHE in a faith sensitive and inclusive way, seeking to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. The Church of England Education Office supports the approach taken by the government, including recommending an age-appropriate provision of sex education at primary level, and is issuing a Charter which we hope schools of all foundations, faiths or otherwise will sign up to as they affirm the broad principles about how RSHE is taught.'

(<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education> )

### **A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)<sup>1</sup>**

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<sup>1</sup> RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

In both of our schools we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

**We commit:**

1. ***To work in partnership with parents and carers.*** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. ***That RSHE will be delivered professionally and as an identifiable part of PSHE.*** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. ***That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.*** It will not discriminate against any of the protected characteristics in the Equality Act<sup>2</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. ***That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.*** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. ***That RSHE will promote healthy resilient relationships set in the context of character and virtue development.*** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility,

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<sup>2</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. ***That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.*** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. ***To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.*** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. ***To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.*** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

### **Equal opportunities**

The law now states that all pupils should have access to relationships education and health education that is relevant to their particular needs. To achieve this, Conover CE Primary School's approach to RSE will take account of:

#### ***Ethnic and cultural diversity***

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

#### ***Varying home backgrounds***

We recognise that pupils may come from a variety of family situations and home backgrounds. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.

## ***Sexuality***

Some of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning. Pupils may also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. Eventually all our pupils will meet and work with LGBTQ people. Our approach to our RSE will include sensitive, honest and balanced consideration of sexuality and we will actively tackle homophobic or sexist bullying. We are working towards creating a gender-neutral environment, where each child is seen as an individual.

## ***Special educational needs***

Our relationship education, RSE and health education will be accessible for all pupils. We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

## **Whole school approach**

***Teaching staff*** are all involved in the schools RSE provision; as well as delivering the curriculum, they all play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, and access to appropriate training, support and advice from experienced members of staff.

***Non-teaching staff*** may be involved in a supportive role in some RSE lessons and play an important (formal or informal) pastoral support role with pupils. They will have access to information about the RSE program and be supported in the pastoral role.

***The Local Academy Board and DHMAT*** have responsibilities for school policies. They will be consulted about the RSE provision and policy.

***Parents/carers*** have a legal right to have information about the schools RSE provision. They may have access at any point to the program of work and are invited to come into school to discuss the content of the lessons and to view the resources used. The class teacher or PSHE subject leader would be willing to work with them at any point, however, under the new statutory guidance, parents cannot withdraw their children from relationships education. As stated in section 3 above, they may only withdraw their child from sex education beyond the national curriculum for science. The school will, however, seek and take account of parents/carers views and endeavour to adopt a partnership approach with parents/carers. We will always take time to address concerns and allay any fears.

***Outside agencies and speakers*** may be involved in contributing to RSE lessons. The school will only work with agencies and speakers who are appropriate to the pupils needs.

**Pupils** have an entitlement to RSE and pastoral support appropriate to their age and circumstance. They will be consulted about their RSA needs and their views will be central to developing the provision.

### **The taught RSE program**

At Condover C of E School we follow the Coram Life Education SCARF Primary PSHE and RSE scheme of work. This program has been developed by teachers and centred on a values-based and growth mindset approach. The SCARF values are safety, caring, achievement, resilience and friendship. SCARF resources also promote positive behaviour, mental health and well-being. SCARF relationships and sex education resources help children and young people to be safe, healthy and happy, both as they grow and in their future lives. SCARF resources ensure that our school also meets SMSC development, safeguarding, emotional well-being requirements, as well as ensuring that we meet the requirements of the DFE primary RSE curriculum, and national curriculum science. Alongside the SCARF Scheme of work, we also use the Shropshire Council Respect Yourself Transition Programme resources to support our relationship and sex education teaching.

Children will be taught RSE within our PHSE lessons through the following six half termly topics.

#### Early Years:

- Me and my relationships
- Following difference
- Keeping myself safe
- Rights and responsibilities
- Being my best
- Growing and changing

#### KS1 and KS2

- Me and my relationships
- Valuing difference
- Keeping myself safe
- Rights and responsibilities
- Being my best
- Growing and changing

*Please see Appendix A for further information on how the SCARF scheme links with RSE statutory guidance.*

## **Boundaries**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end, boundaries are always agreed upon to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

The boundaries will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher nor pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.

Should a teacher be absent, it would not be undertaken by a short-term supply teacher.

## **Answering difficult questions**

When delivering the RSE objectives, teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small groups. Conover C of E Primary School will consider what is appropriate and inappropriate in the whole class setting, as teachers may require support and training in answering questions that are better not dealt with in front of the whole class. On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately, it may be more appropriate to address them later. At our school, we believe that individual teachers must use their skill and discretion in these situations and might refer to the PSHE subject leader, if necessary.

## **Our approach to dealing with questions**

- Teachers should establish clear parameters about what is appropriate and inappropriate in the whole class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry box'.
- Teachers should respond to questions where they can, always bearing in mind that people who do not have their questions answered may go online to find answers.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a verbal question is too personal, the teacher should remind the pupils of the boundaries.

- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises a safeguarding concern, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the headteacher should be informed and the usual safeguarding/child protection procedures followed.

### **Monitoring and evaluation**

The RSE program and policy will be annually evaluated and reviewed by the PSHE subject leader. The views of pupils, parents, staff and governors are used to make changes and improvements to the program.

### **Links to other policies**

School will consider relationships and sex education when reviewing other policies, in particular:

- Anti-bullying
- Attendance
- Behaviour
- Looked after children
- Confidentiality
- Internet safety
- Personal, social, health and economic education
- Safeguarding statement
- Special educational needs and disabilities
- Teaching and learning
- Whistleblowing

## Appendix A

# Relationships Education

## Families and people who care for me

### Statutory requirement

1. That families are important for children growing up because they can give love, security and stability.

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.

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

- All about me
- Me and my special people
- Same and different families
- Where do babies come from?
- Getting bigger
- Safe indoors and outdoors
- Looking after my special people
- Who are our special people?
- My special people
- Family and friends
- Friend or acquaintance?
- My feelings are all over the place!
- Advertising friendships!
- Joe's story (part 2)
- What's the risk? (2)
  
- Looking after my special people
- People who help to keep me safe
- Life Stages: Human life stage - who will I be?
- Same and different families
- Me and my special people
- Who can help me?
- My feelings
- Taking care of a baby
- Who are our special people?
- My special people
- Family and friends
- Looking after our special people
- My feelings are all over the place!
- Friend or acquaintance?
- Help! I'm a teenager - get me out of here!
- Dan's day
- Helpful or unhelpful? Managing change

## Statutory requirement

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.

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.

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

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

- Me and my special people
  - All about me
  - Same and different families
  - Life Stages: Human life stage - who will I be?
  - Getting bigger
  - Where do babies come from?
  - Looking after my special people
  - Same or different?
  - Who are our special people?
  - Our special people balloons
  - My special people
  - Family and friends
  - Let's celebrate our differences
  - What would I do?
  - My feelings are all over the place!
  - The people we share our world with
  - Together
  - The land of the Red People
  - Making babies
  - Don't force me
- 
- Looking after my special people
  - Where do babies come from?
  - Getting bigger
  - Life Stages: Human life stage - who will I be?
  - Same and different families
  - Who can help me?
  - Same or different?
  - Our special people balloons
  - Who are our special people?
  - My special people
  - Family and friends
  - Together
  - Help! I'm a teenager - get me out of here!
  - Don't force me
  - Making babies
  - Advertising friendships!
- 
- Life Stages: Human life stage - who will I be?
  - Together

## Statutory requirement

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.

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

- Don't force me
- People who help to keep me safe
- Who can help me?
- My feelings
- My feelings (2)
- Who can help? (1)
- Surprises and secrets
- Good or bad touches?
- Growing up and changing bodies
- Don't force me
- Helpful or unhelpful? Managing change

## 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

- Who can help me?
- All about me
- Me and my special people
- Same and different
- Kind and caring (2)
- Looking after my friends
- Good friends
- Being a good friend
- Looking after our special people
- Friends are special
- Relationship Tree
- Together
- Can you sort it?
- Friend or acquaintance?
- Qualities of friendship
- It could happen to anyone
- How good a friend are you?
- Dan's day
- Advertising friendships!
- Joe's story (part 2)
- 7-11 year-olds - How caring a friend are you?
- 4-5 year-olds - Looking after my friends

## 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

- 7-11 year-olds - Qualities of friendship
- 5-7 year-olds - Good friends
- Looking after my friends
- Yes, I can!
- Bouncing back when things go wrong
- Kind and caring (2)
- Same and different
- Kind and caring (1)
- Who can help me?
- My feelings (2)
- Harold has a bad day
- Good friends
- How are you listening?
- It's not fair!
- Pass on the praise!
- Unkind, tease or bully?
- Who can help? (2)
- Being a good friend
- Looking after our special people
- Relationship Tree
- Friends are special
- An email from Harold!
- Making choices
- Friend or acquaintance?
- Ok or not ok? (part 2)
- Ok or not ok? (part 1)
- Can you sort it?
- It could happen to anyone
- Qualities of friendship
- How good a friend are you?
- Give and take
- Being assertive
- Relationship cake recipe
- Dan's day
- Solve the friendship problem
- Advertising friendships!
- OK to be different
- What's the risk? (1)
- Joe's story (part 1)
- 5-7 year-olds - Good friends
- 7-11 year-olds - Qualities of friendship

## Statutory requirement

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

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

4. That most friendships have ups and downs, and that these can often be worked through

- 4-5 year-olds - Looking after my friends
- 7-11 year-olds - How caring a friend are you?
- Looking after my friends
- Who can help me?
- Kind and caring (1)
- Same and different
- Kind and caring (2)
- Who can help? (2)
- Unkind, tease or bully?
- It's not fair!
- Good friends
- A helping hand
- Being a good friend
- An act of kindness
- How can we solve this problem?
- An email from Harold!
- Can you sort it?
- Keeping ourselves safe
- Ok or not ok? (part 1)
- Qualities of friendship
- It could happen to anyone
- The land of the Red People
- Relationship cake recipe
- Being assertive
- Give and take
- How good a friend are you?
- Solve the friendship problem
- Dan's day
- Joe's story (part 1)
- What's the risk? (1)
- Advertising friendships!
- Joe's story (part 2)
- 7-11 year-olds - How caring a friend are you?
- 4-5 year-olds - Looking after my friends
- 7-11 year-olds - Qualities of friendship
- 5-7 year-olds - Good friends
- How are you listening?
- It's not fair!

## Statutory requirement

so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

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

- Surprises and secrets
- Unkind, tease or bully?
- Who can help? (2)
- Who can help? (1)
- Harold has a bad day
- Solve the problem
- How can we solve this problem?
- Friends are special
- Ok or not ok? (part 1)
- Ok or not ok? (part 2)
- What would I do?
- Can you sort it?
- Qualities of friendship
- How good a friend are you?
- Relationship cake recipe
- Solve the friendship problem
- Joe's story (part 2)
- Advertising friendships!
- 7-11 year-olds - Qualities of friendship
- 7-11 year-olds - How caring a friend are you?
- Who can help me?
- My feelings (2)
- My feelings
- How are you listening?
- Pass on the praise!
- Solve the problem
- Getting on with others
- Relationship Tree
- How dare you!
- My feelings are all over the place!
- Can you sort it?
- What would I do?
- Keeping ourselves safe
- Ok or not ok? (part 2)
- Ok or not ok? (part 1)
- Islands
- Qualities of friendship
- It could happen to anyone
- Relationship cake recipe
- Being assertive
- Ella's diary dilemma
- Solve the friendship problem

## Statutory requirement

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

- Advertising friendships!
- What's the risk? (1)
- Joe's story (part 1)
- Assertiveness skills (formerly Behave yourself - 2)
- 7-11 year-olds - Qualities of friendship

# Respectful relationships

## Statutory requirement

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

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

- What makes me special
- I'm special, you're special
- Me and my special people
- All about me
- Kind and caring (2)
- Same and different
- Same and different families
- Same and different homes
- Looking after my friends
- Getting bigger
- Where do babies come from?
- How are you listening?
- Same or different?
- Pass on the praise!
- What makes us who we are?
- Respect and challenge
- Zeb
- How can we solve this problem?
- Let's celebrate our differences
- Our friends and neighbours
- For or against?
- Thunks
- The people we share our world with
- Making choices
- Under pressure
- Ok or not ok? (part 1)
- Ok or not ok? (part 2)
- Friend or acquaintance?
- What would I do?
- Can you sort it?
- What makes me ME!

## Statutory requirement

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

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

- Qualities of friendship
- Stop, start, stereotypes
- The land of the Red People
- Help! I'm a teenager - get me out of here!
- Is it true?
- Kind conversations
- Spot bullying
- Happy being me
- Being assertive
- Is this normal?
- Don't force me
- We have more in common than not
- Tolerance and respect for others
- Joe's story (part 1)
- I look great!
- Media manipulation
- What's the risk? (1)
- Behave yourself
- OK to be different
- Respecting differences
- Boys will be boys? - challenging gender stereotypes
- 7-11 year-olds - Qualities of friendship
- 7-11 year-olds - What makes me ME!
- Bouncing back when things go wrong
- Being helpful at home and caring for our classroom
- Kind and caring (1)
- Kind and caring (2)
- Harold has a bad day
- Why we have classroom rules
- It's not fair!
- Same or different?
- How do we make others feel?
- Our ideal classroom (1)
- What makes us who we are?
- An act of kindness
- Thunks
- For or against?
- Our friends and neighbours

## Statutory requirement

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

- Let's celebrate our differences
  - The people we share our world with
  - My feelings are all over the place!
  - What makes me ME!
  - Can you sort it?
  - What would I do?
  - Ok or not ok? (part 1)
  - Human machines
  - Qualities of friendship
  - Is it true?
  - Help! I'm a teenager - get me out of here!
  - The land of the Red People
  - Happy being me
  - Kind conversations
  - Ella's diary dilemma
  - Boys will be boys? - challenging gender stereotypes
  - Respecting differences
  - Behave yourself
  - I look great!
  - Tolerance and respect for others
  - Assertiveness skills (formerly Behave yourself - 2)
  - 7-11 year-olds - What makes me ME!
  - 7-11 year-olds - Qualities of friendship
  - 5-7 year-olds - Our new Keeping Safe rules
3. The conventions of courtesy and manners.
- Being helpful at home and caring for our classroom
  - Caring for our world
  - Kind and caring (2)
  - Kind and caring (1)
  - Same and different homes
  - Harold has a bad day
  - Harold's school rules
  - It's not fair!
  - Why we have classroom rules
  - Pass on the praise!
  - Our ideal classroom (2)
  - An act of kindness
  - Getting on with others

## Statutory requirement

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

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

- Respect and challenge
- For or against?
- Thunks
- What would I do?
- In the news!
- Qualities of friendship
- Happy being me
- Relationship cake recipe
- Help! I'm a teenager - get me out of here!
- Respecting differences
- 5-7 year-olds - Our new Keeping Safe rules
- 4-5 year-olds - Being helpful and caring for our environment
- 7-11 year-olds - Qualities of friendship
  
- Same and different
- All about me
- I'm special, you're special
- What makes me special
- How dare you!
- Keeping ourselves safe
- What makes me ME!
- Ok or not ok? (part 2)
- Qualities of friendship
- Help! I'm a teenager - get me out of here!
- The land of the Red People
- Relationship cake recipe
- Happy being me
- Ella's diary dilemma
- Kind conversations
- I look great!
- Media manipulation
- Joe's story (part 1)
- Behave yourself
- What's the risk? (1)
- Assertiveness skills (formerly Behave yourself - 2)
- 7-11 year-olds - Qualities of friendship
- 7-11 year-olds - What makes me ME!

## Statutory requirement

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

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.

- 5-7 year-old - You can do it!
- All about me
- Same and different
- Harold has a bad day
- Harold's school rules
- Pass on the praise!
- Taking care of something
- Who can help? (2)
- Unkind, tease or bully?
- Bullying or teasing?
- Don't do that!
- Getting on with others
- Types of bullying
- Zeb
- Safety in numbers
- The people we share our world with
- Ok or not ok? (part 2)
- Ok or not ok? (part 1)
- Can you sort it?
- What would I do?
- Qualities of friendship
- Taking notice of our feelings
- Kind conversations
- Ella's diary dilemma
- Happy being me
- Relationship cake recipe
- The land of the Red People
- Assertiveness skills (formerly Behave yourself - 2)
- Joe's story (part 2)
- Don't force me
- Tolerance and respect for others
- We have more in common than not
- Acting appropriately
- Behave yourself
- Respecting differences
- 5-7 year-olds - Taking care of something
- 7-11 year-olds - Qualities of friendship

6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily

- Unkind, tease or bully?
- Who can help? (2)
- Don't do that!

## Statutory requirement

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

reporting bullying to an adult) and how to get help.

- Bullying or teasing?
- Types of bullying
- Getting on with others
- Zeb
- Let's celebrate our differences
- Safety in numbers
- How dare you!
- Under pressure
- What would I do?
- Keeping ourselves safe
- Is it true?
- Stop, start, stereotypes
- Happy being me
- OK to be different
- Boys will be boys? - challenging gender stereotypes
- Behave yourself
- What's the risk? (1)
- Acting appropriately
- We have more in common than not

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

- Me and my body - girls and boys
- Zeb
- Family and friends
- That is such a stereotype!
- Happy being me
- Stop, start, stereotypes
- Is it true?
- Two sides to every story
- Media manipulation
- Boys will be boys? - challenging gender stereotypes

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

- Me and my body - girls and boys
- Looking after my friends
- Listening to my feelings (1)
- Sharing pictures
- Surprises and secrets
- Good or bad touches?
- I don't like that!
- None of your business!
- Islands
- Secret or surprise?
- Growing up and changing bodies
- Ella's diary dilemma

## Statutory requirement

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

- It's a puzzle
- Think before you click!
- Don't force me
- Assertiveness skills (formerly Behave yourself - 2)
- Fakebook friends
- 4-5 year-olds - Looking after my friends

## Online relationships

### Statutory requirement

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

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

- Sharing pictures
- Playing games
- None of your business!
- I am fantastic!
- Spot bullying
- Play, like, share
- Fakebook friends
- Pressure online
- Media manipulation

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.

- Sharing pictures
- Playing games
- Let's celebrate our differences
- None of your business!
- Zeb
- Relationship Tree
- How do we make a difference?
- Play, like, share
- Communication
- Spot bullying
- Is it true?
- It's a puzzle
- Think before you click!
- 7-11 year-olds - How do we make a difference?

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

- Keeping safe online
- Sharing pictures
- Playing games
- None of your business!

## Statutory requirement

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

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

- Super Searcher
- Picture Wise
- Is it true?
- Spot bullying
- Communication
- Play, like, share
- It's a puzzle
- Think before you click!
- Traffic lights
- Pressure online
- To share or not to share?
- What's the risk? (2)

- Sharing pictures
- Playing games
- Super Searcher
- Recount task
- None of your business!
- Fact or opinion?
- Is it true?
- Play, like, share
- It's a puzzle
- Think before you click!
- Pressure online

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

- Sharing pictures
- Playing games
- None of your business!
- Super Searcher
- Picture Wise
- In the news!
- That is such a stereotype!
- Raisin challenge (2)
- Is it true?
- Play, like, share
- Spot bullying
- It's a puzzle
- Pressure online
- To share or not to share?
- Traffic lights

Being safe

## Statutory requirement

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

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.

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

- Sharing pictures
- Harold's school rules
- Good or bad touches?
- Surprises and secrets
- Should I tell?
- How safe would you feel?
- What should Harold say?
- Playing games
- Fun or not?
- Some secrets should never be kept
- Safe or unsafe?
- None of your business!
- Raisin challenge (1)
- Dan's dare
- Raisin challenge (2)
- How dare you!
- Islands
- Secret or surprise?
- Taking notice of our feelings
- Is it true?
- Ella's diary dilemma
- Play, like, share
- Would you risk it?
- It's a puzzle
- Think before you click!
- What's the risk? (1)
- To share or not to share?
- Pressure online
- Acting appropriately
- What's the risk? (2)
  
- Keeping safe online
- Me and my body - girls and boys
- Sharing pictures
- Surprises and secrets
- Good or bad touches?
- Should I tell?
- My body, your body
- Some secrets should never be kept
- Respecting privacy
- Playing games
- Secret or surprise?
- Secret or surprise?
- Growing up and changing bodies
- Ella's diary dilemma

## Statutory requirement

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

- Dear Ash
- Dear Ash
- It's a puzzle
- What's the risk? (2)
- Acting appropriately
- To share or not to share?
  
- Me and my body - girls and boys
- Life Stages: Human life stage - who will I be?
- Listening to my feelings (1)
- Keeping privates private
- I don't like that!
- Some secrets should never be kept
- Fun or not?
- Body space
- Secret or surprise?
- Islands
- Growing up and changing bodies
- Taking notice of our feelings
- To share or not to share?
- Pressure online
- Acting appropriately
- Making babies
  
- People who help to keep me safe
- Surprises and secrets
- I don't like that!
- What should Harold say?
- Some secrets should never be kept
- Safe or unsafe?
- Danger or risk?
- None of your business!
- Danger, risk or hazard?
- Secret or surprise?
- Taking notice of our feelings
- Dear Ash
- Play, like, share
- It's a puzzle
- Dear Ash
- What's the risk? (2)
- Acting appropriately
- Pressure online
- Joe's story (part 1)

## Statutory requirement

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

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

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

- People who help to keep me safe
- Keeping safe online
- Safe indoors and outdoors
- Listening to my feelings (1)
- What's safe to go onto my body
- Who can help me?
- Thinking about feelings
- Surprises and secrets
- Good or bad touches?
- Our feelings
- Who can help? (1)
- How safe would you feel?
- Should I tell?
- Fun or not?
- Safe or unsafe?
- The Risk Robot
- None of your business!
- Secret or surprise?
- Danger, risk or hazard?
- Islands
- Taking notice of our feelings
- Dear Ash
- Dear Ash
- Pressure online
- Acting appropriately
  
- Looking after my friends
- Keeping safe online
- People who help to keep me safe
- Listening to my feelings (1)
- Same and different
- Sharing pictures
- Surprises and secrets
- Feeling safe
- Playing games
- Raisin challenge (1)
- Who helps us stay healthy and safe?
- How dare you!
- Dear Ash
- Dear Ash
- Acting appropriately
- Making babies
- Joe's story (part 1)
- Behave yourself

## Statutory requirement

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

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

- 4-5 year-olds - Looking after my friends
- Listening to my feelings (1)
- Me and my body - girls and boys
- Surprises and secrets
- Good or bad touches?
- Keeping privates private
- Feeling safe
- Who helps us stay healthy and safe?
- All change!
- Safety in numbers
- Secret or surprise?
- Taking notice of our feelings
- Dear Ash
- Dear Ash
- Is this normal?
- Joe's story (part 1)
- Making babies
- Don't force me
- Acting appropriately
- To share or not to share?

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

- People who help to keep me safe
- Who can help me?
- Good or bad touches?
- Surprises and secrets
- Feeling safe
- Helping each other to stay safe
- Who helps us stay healthy and safe?
- Taking notice of our feelings
- Dear Ash
- Dear Ash
- Acting appropriately
- Making babies

## Physical Health and Mental Wellbeing (Health Education)

### Mental wellbeing

## Statutory requirement

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

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.

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

- Our feelings
- Different feelings
- How good a friend are you?
- Dan's day
- Rat Park
- Fakebook friends
- Five Ways to Wellbeing projec
- 7-11 year-olds - How caring a friend are you?
- My feelings (2)
- Bouncing back when things go wrong
- Yes, I can!
- Thinking about feelings
- Our feelings
- Harold loses Geoffrey
- Feelings and bodies
- Sam moves away
- How are you feeling today?
- I don't like that!
- Some secrets should never be kept
- Let's all be happy!
- My special pet
- Different feelings
- Moving house
- Secret or surprise?
- How are they feeling?
- How good a friend are you?
- Our emotional needs
- Dan's day
- Helpful or unhelpful? Managi ng change
- 7-11 year-olds - How caring a friend are you?
- 4-5 year-olds - Yes I can!
- 5-7 year-olds - Sam moves aw ay
- Yes, I can!
- Bouncing back when things go wrong
- My feelings (2)
- My feelings
- What's safe to go onto my bod
- Same and different

## Statutory requirement

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

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

- Thinking about feelings
  - Feelings and bodies
  - Our feelings
  - When I feel like erupting
  - How are you feeling today?
  - My day
  - How do we make others feel?
  - An act of kindness
  - Harold's picnic
  - My special pet
  - Moving house
  - An email from Harold!
  - Different feelings
  - When feelings change
  - My feelings are all over the place!
  - Secret or surprise?
  - Ok or not ok? (part 1)
  - Ok or not ok? (part 2)
  - How are they feeling?
  - Our emotional needs
  - How good a friend are you?
  - Dan's day
  - Rat Park
  - I look great!
  - 5-7 year-olds - Sam moves away
  - 4-5 year-olds - Yes I can!
  - 7-11 year-olds - How caring a friend are you?
- 
- Our feelings
  - Thinking about feelings
  - When I feel like erupting
  - My special pet
  - Different feelings
  - My feelings are all over the place!
  - When feelings change
  - How dare you!
  - Islands
  - How are they feeling?
  - Our emotional needs
  - Rat Park
  - Dan's day
  - Helpful or unhelpful? Managing change

## Statutory requirement

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

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

- Harold's picnic
- My community
- Our helpful volunteers
- Volunteering is cool
- Mo makes a difference
- Rat Park
- Five Ways to Wellbeing projec
- Community art
- Action stations!

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

- My feelings
- My feelings (2)
- Feelings and bodies
- Who are our special people?
- Advertising friendships!
- Five Ways to Wellbeing projec
- Helpful or unhelpful? Managi ng change
- Rat Park

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.

- My feelings (2)
- My feelings
- Thinking about feelings
- Feelings and bodies
- Our feelings
- When someone is feeling left out
- An email from Harold!
- Rat Park
- Five Ways to Wellbeing projec

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

- Who can help? (2)
- Unkind, tease or bully?
- Zeb
- Let's celebrate our differences
- Under pressure
- Spot bullying
- Communication

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).

- My feelings
- My feelings (2)
- Who can help me?
- Let's all be happy!
- Moving house
- Our emotional needs
- Rat Park

## Statutory requirement

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

- Helpful or unhelpful? Managing change

## Internet safety and harms

### Statutory requirement

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

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

- Sharing pictures
- Playing games
- Super Searcher
- It's a puzzle

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.

- Playing games
- Raisin challenge (2)
- That is such a stereotype!
- Is it true?
- Boys will be boys? - challenging gender stereotypes
- Five Ways to Wellbeing project
- I look great!
- Media manipulation

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.

- Sharing pictures
- Playing games
- Super Searcher
- None of your business!
- Picture Wise
- Is it true?
- Play, like, share
- It's a puzzle
- Traffic lights
- To share or not to share?

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

- As a rule
- Star qualities?
- Spot bullying
- Think before you click!
- Fakebook friends

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.

- Sharing pictures
- Playing games
- Let's celebrate our differences
- None of your business!

## Statutory requirement

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

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

- Zeb
- Under pressure
- Is it true?
- Play, like, share
- It's a puzzle
- Think before you click!
- To share or not to share?
- Media manipulation
  
- Super Searcher
- Recount task
- Raisin challenge (2)
- In the news!
- Fact or opinion?
- Is it true?
- What's the story?
- Smoking: what is normal?
- Boys will be boys? - challengir gender stereotypes
- Two sides to every story
- Fakebook friends
- What's the risk? (2)

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

- Sharing pictures
- Playing games
- None of your business!
- In the news!
- Play, like, share
- It's a puzzle
- 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.

- Healthy me
- My body needs...

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.

- Move your body
- My day
- What's the story?
- Five Ways to Wellbeing projec

## Statutory requirement

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.

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

- Healthy me
- What's the story?
- Keeping Myself Safe - What's safe to go into my body (including medicines)
- Inside my wonderful body!
- Who helps us stay healthy and safe?

# Healthy eating

## Statutory requirement

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. The principles of planning and preparing a range of healthy meals.
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).

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

- Move your body
- Healthy eating (1)
- Healthy eating (2)
- I can eat a rainbow
- Eat well
- My day
- My body needs...
- Derek cooks dinner! (healthy eating)
- SCARF Hotel
- Danger, risk or hazard?
- What's the story?
- Healthy eating (2)
- Healthy eating (1)
- Eat well
- I can eat a rainbow
- Derek cooks dinner! (healthy eating)
- SCARF Hotel
- Getting bigger
- Keeping Myself Safe - What's safe to go into my body (including medicines)
- I can eat a rainbow
- Eat well
- Derek cooks dinner! (healthy eating)
- Alcohol and cigarettes: the facts
- Help or harm?
- SCARF Hotel
- Know the norms
- Rat Park
- What sort of drug is...?

## Statutory requirement

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

- Joe's story (part 1)
- Drugs: it's the law!
- Alcohol: what is normal?

# Drugs, alcohol and tobacco

## Statutory requirement

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

1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

- Keeping Myself Safe - What's safe to go into my body (including medicines)
- What could Harold do?
- Harold's picnic
- Help or harm?
- Alcohol and cigarettes: the facts
- 'Thinking' about habits
- Smoking: what is normal?
- Drugs: true or false?
- Getting fit
- What sort of drug is...?
- Rat Park
- Alcohol: what is normal?
- Drugs: it's the law!
- What's the risk? (1)

# Health and prevention

## Statutory requirement

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

3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

- A good night's sleep
- Keeping Myself Safe - What's safe to go into my body (including medicines)
- Getting bigger
- Move your body
- Super sleep
- Healthy me
- My body needs...

4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- A good night's sleep
- Move your body
- What's safe to go onto my body
- Harold's wash and brush up

## Statutory requirement

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

6. The facts and science relating to allergies, immunisation and vaccination.

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

- Healthy me
- Harold's bathroom
- A good night's sleep
- What's safe to go onto my bod
- Move your body
- Harold's wash and brush up
- Catch it! Bin it! Kill it!
- Harold's postcard - helping us to keep clean and healthy
- Poorly Harold
- Medicines: check the label
- What is HIV?
- Harold's postcard - helping us to keep clean and healthy

## Basic first-aid

### Statutory requirement

1. How to make a clear and efficient call to emergency services if necessary.

2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

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

- Basic first aid
- Feeling safe
- Basic first aid
- Basic first aid
- Basic first aid
- Basic first aid
- Basic first aid
- Basic first aid
- Basic first aid
- Basic first aid
- Basic first aid
- Basic first aid

## Changing adolescent body

## Statutory requirement

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

1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

- Getting bigger
  - Where do babies come from?
  - Seasons
  - Life stages - plants, animals, hu
  - Life Stages: Human life stage - will I be?
  - Taking care of a baby
  - Then and now
  - Haven't you grown!
  - My body, your body
  - My changing body
  - Period positive
  - All change!
  - My feelings are all over the pl
  - Growing up and changing bod
  - Help! I'm a teenager - get me here!
  - Changing bodies and feelings
  - Is this normal?
  - Making babies
  - My changing body
  - Period positive
  - Growing up and changing bod
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ace!  
ies

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

