

Chilmark and Fonthill Bishop Primary School Relationship and Sexual Education Policy

Written 2020 (Parental consultation and survey July 2020)

Updated 2021

Updates/Changes

2020 Legal RSE requirements were added to previous Sexual Education curriculum

2021 PSHE, Internet safety, curriculum progressions included alongside the RSE progression in Appendix 1 (previously this had been shared with parents as a separate document)

This is a section of the [statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

The focus in Chilmark Primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many

websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of Chilmark Primary Children will know about:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy is to handle such questions appropriately for the audience. Will also contact parents if we feel this is necessary so they can respond at home to such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education (we use Corum Education Scheme). 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 these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also 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. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy- see Corum education scheme overview- appendix 1) and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Schools will want to draw on the good practice for conversations with [parents around the right to withdraw](#).

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Appendix 1 Corum Education Overview (SCARF)

SCARF is mapped to the new [DfE guidance for Relationships Education and Health Education](#), [The PSHE Association's Programmes of Study Learning Opportunities](#), the [National Curriculum](#), [Curriculum for Excellence](#) and Ofsted's requirements.

Y1

Learning Outcomes	SCARF lesson plans
Me and My Relationships Children will be able to:	
<ul style="list-style-type: none">Understand that classroom rules help everyone to learn and be safe;Explain their classroom rules and be able to contribute to making these.	<ul style="list-style-type: none">Why we have classroom rules
Children will be able to:	
<ul style="list-style-type: none">Recognise how others might be feeling by reading body language/facial expressions;Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)	<ul style="list-style-type: none">Thinking about feelings
Children will be able to:	
<ul style="list-style-type: none">Identify a range of feelings;Identify how feelings might make us behave:	<ul style="list-style-type: none">Our feelings

Learning Outcomes

- Suggest strategies for someone experiencing 'not so good' feelings to manage these.

Children will be able to:

- Recognise that people's bodies and feelings can be hurt;
- Suggest ways of dealing with different kinds of hurt.

Children will be able to:

- Recognise that they belong to various groups and communities such as their family;
- Explain how these people help us and we can also help them to help us.

Children will be able to:

- Identify simple qualities of friendship;
- Suggest simple strategies for making up.

Children will be able to:

- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.

Valuing Difference

Children will be able to:

- Identify the differences and similarities between people;
- Empathise with those who are different from them;
- Begin to appreciate the positive aspects of these differences.

Children will be able to:

- Explain the difference between unkindness, teasing and bullying;
- Understand that bullying is usually quite rare.

SCARF lesson plans

- [Feelings and bodies](#)

- [Our special people balloons](#)

- [Good friends](#)

- [How are you listening?](#)

- [Same or different?](#)

- [Unkind, tease or bully?](#)

Learning Outcomes

SCARF lesson plans

Children will be able to:

- Explain some of their school rules and how those rules help to keep everybody safe.

- [Harold's school rules](#)

Children will be able to:

- Identify some of the people who are special to them;
- Recognise and name some of the qualities that make a person special to them.

- [Who are our special people?](#)

Children will be able to:

- Recognise and explain what is fair and unfair, kind and unkind;
- Suggest ways they can show kindness to others.

- [It's not fair!](#)

Keeping Myself Safe

Children will be able to:

- Understand that the body gets energy from food, water and air (oxygen);
- Recognise that exercise and sleep are important parts of a healthy lifestyle.

- [Healthy me](#)

Children will be able to:

- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
- Identify simple bedtime routines that promote healthy sleep.

- [Super sleep](#)

Children will be able to:

- Recognise emotions and physical feelings associated with feeling unsafe;
- Identify people who can help them when they feel unsafe.

- [Who can help? \(1\)](#)

Children will be able to:

- Recognise the range of feelings that are associated with loss.

- [Harold loses Geoffrey](#)

Learning Outcomes

SCARF lesson plans

Children will be able to:

- Understand that medicines can sometimes make people feel better when they're ill;
- Explain simple issues of safety and responsibility about medicines and their use.

- [What could Harold do?](#)

Children will be able to:

- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say "no" to unwanted touch;
- Start thinking about who they trust and who they can ask for help.

- [Good or bad touches?](#)

Rights and Responsibilities

Children will be able to:

- Recognise the importance of regular hygiene routines;
- Sequence personal hygiene routines into a logical order.

- [Harold's wash and brush up](#)

Children will be able to:

- Identify what they like about the school environment;
- Recognise who cares for and looks after the school environment.

- [Around and about the school](#)

Children will be able to:

- Demonstrate responsibility in looking after something (e.g. a class pet or plant);
- Explain the importance of looking after things that belong to themselves or to others.

- [Taking care of something](#)

Children will be able to:

- Explain where people get money from;
- List some of the things that money may be spent on in a family home.

- [Harold's money](#)

Learning Outcomes

SCARF lesson plans

Children will be able to:

- Recognise that different notes and coins have different monetary value;
- Explain the importance of keeping money safe;
- Identify safe places to keep money;
- Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).

- [How should we look after our money?](#)

Being My Best

Children will be able to:

- Recognise the importance of fruit and vegetables in their daily diet;
- Know that eating at least five portions of vegetables and fruit a day helps to maintain health.

- [I can eat a rainbow](#)

Children will be able to:

- Recognise that they may have different tastes in food to others;
- Select foods from the **Eatwell Guide** (formerly Eatwell Plate) in order to make a healthy lunch;
- Recognise which foods we need to eat more of and which we need to eat less of to be healthy.

- [Eat well](#)

Children will be able to:

- Understand how diseases can spread;
- Recognise and use simple strategies for preventing the spread of diseases.

- [Catch it! Bin it! Kill it!](#)

Children will be able to:

- Recognise that learning a new skill requires practice and the opportunity to fail, safely;
- Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.

- [Harold learns to ride his bike](#)

Children will be able to:

- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;

- [Pass on the praise!](#)

Learning Outcomes

- Give and receive positive feedback, and experience how this makes them feel.

Children will be able to:

- Recognise how a person's behaviour (including their own) can affect other people.

Growing and Changing

Children will be able to:

- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
- Understand and explain the simple bodily processes associated with them.

Children will be able to:

- Understand some of the tasks required to look after a baby;
- Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.

Children will be able to:

- Identify things they could do as a baby, a toddler and can do now;
- Identify the people who help/helped them at those different stages.

Children will be able to:

- Explain the difference between teasing and bullying;
- Give examples of what they can do if they experience or witness bullying;
- Say who they could get help from in a bullying situation.

Children will be able to:

- Explain the difference between a secret and a nice surprise;
- Identify situations as being secrets or surprises;

SCARF lesson plans

- [Harold has a bad day](#)

- [Inside my wonderful body!](#)

- [Taking care of a baby](#)

- [Then and now](#)

- [Who can help? \(2\)](#)

- [Surprises and secrets](#)

Learning Outcomes

- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.

SCARF lesson plans

Children will be able to:

- Identify parts of the body that are private;
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts.

- [Keeping privates private](#)

Y2

Learning Outcomes

Me and My Relationships

Children will be able to:

- Suggest actions that will contribute positively to the life of the classroom;
- Make and undertake pledges based on those actions.

SCARF lesson plans

- [Our ideal classroom \(1\)](#)

Children will be able to:

- Take part in creating and agreeing classroom rules.

- [Our ideal classroom \(2\)](#)

Children will be able to:

- Use a range of words to describe feelings;
- Recognise that people have different ways of expressing their feelings;
- Identify helpful ways of responding to other's feelings.

- [How are you feeling today?](#)

Children will be able to:

- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;
- Identify situations as to whether they are incidents of teasing or bullying.

- [Bullying or teasing?](#)

Learning Outcomes

SCARF lesson plans

Children will be able to:

- Understand and describe strategies for dealing with bullying;
- Rehearse and demonstrate some of these strategies.

- [Don't do that!](#)

Children will be able to:

- Explain the difference between bullying and isolated unkind behaviour;
- Recognise that there are different types of bullying and unkind behaviour;
- Understand that bullying and unkind behaviour are both unacceptable ways of behaving.

- [Types of bullying](#)

Children will be able to:

- Recognise that friendship is a special kind of relationship;
- Identify some of the ways that good friends care for each other.

- [Being a good friend](#)

Children will be able to:

- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);
- Explain where someone could get help if they were being upset by someone else's behaviour.

- [Let's all be happy!](#)

Valuing Difference

Children will be able to:

- Identify some of the physical and non-physical differences and similarities between people;
- Know and use words and phrases that show respect for other people.

- [What makes us who we are?](#)

Children will be able to:

- Identify people who are special to them;
- Explain some of the ways those people are special to them.

- [My special people](#)

Learning Outcomes

Children will be able to:

- Recognise and explain how a person's behaviour can affect other people.

Children will be able to:

- Explain how it feels to be part of a group;
- Explain how it feels to be left out from a group;
- Identify groups they are part of;
- Suggest and use strategies for helping someone who is feeling left out.

Children will be able to:

- Recognise and describe acts of kindness and unkindness;
- Explain how these impact on other people's feelings;
- Suggest kind words and actions they can show to others;
- Show acts of kindness to others in school.

Children will be able to:

- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);
- Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.

Keeping Myself Safe

Children will be able to:

- Understand that medicines can sometimes make people feel better when they're ill;
- Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;
- Explain simple issues of safety and responsibility about medicines and their use.

SCARF lesson plans

- [How do we make others feel?](#)

- [When someone is feeling left out](#)

- [An act of kindness](#)

- [Solve the problem](#)

- [Harold's picnic](#)

Learning Outcomes

SCARF lesson plans

Children will be able to:

- Identify situations in which they would feel safe or unsafe;
- Suggest actions for dealing with unsafe situations including who they could ask for help.

- [How safe would you feel?](#)

Children will be able to:

- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.

- [What should Harold say?](#)

Children will be able to:

- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
- Identify the types of touch they like and do not like;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

- [I don't like that!](#)

Children will be able to:

- Recognise that some touches are not fun and can hurt or be upsetting;
- Know that they can ask someone to stop touching them;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

- [Fun or not?](#)

Children will be able to:

- Identify safe secrets (including surprises) and unsafe secrets;
- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.

- [Should I tell?](#)

Children will be able to:

- Identify how inappropriate touch can make someone feel;

- [Some secrets should never be kept](#)

Learning Outcomes

- Understand that there are unsafe secrets and secrets that are nice surprises;
- Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

Rights and Responsibilities

Children will be able to:

Describe and record strategies for getting on with others in the classroom.

Children will be able to:

- Explain, and be able to use, strategies for dealing with impulsive behaviour.

Children will be able to:

- Identify special people in the school and community who can help to keep them safe;
- Know how to ask for help.

Children will be able to:

- Identify what they like about the school environment;
- Identify any problems with the school environment (e.g. things needing repair);
- Make suggestions for improving the school environment;
- Recognise that they all have a responsibility for helping to look after the school environment.

Children will be able to:

- Understand that people have choices about what they do with their money;
- Know that money can be saved for a use at a future time;
- Explain how they might feel when they spend money on different things.

Children will be able to:

SCARF lesson plans

- [Getting on with others](#)
- [When I feel like erupting](#)
- [Feeling safe](#)
- [How can we look after our environment?](#)
- [Harold saves for something special](#)
- [Harold goes camping](#)

Learning Outcomes

- Recognise that money can be spent on items which are essential or non-essential;
- Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.

SCARF lesson plans

Being My Best

Children will be able to:

- Explain the stages of the learning line showing an understanding of the learning process;
- Help themselves and others develop a positive attitude that support their wellbeing;
- Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.

- [You can do it!](#)

Children will be able to:

- Understand and give examples of things they can choose themselves and things that others choose for them;
- Explain things that they like and dislike, and understand that they have choices about these things;
- Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.

- [My day](#)

Children will be able to:

- Explain how germs can be spread;
- Describe simple hygiene routines such as hand washing;
- Understand that vaccinations can help to prevent certain illnesses.

- [Harold's postcard - helping us to keep clean and healthy](#)

Children will be able to:

- Explain the importance of good dental hygiene;
- Describe simple dental hygiene routines.

- [Harold's bathroom](#)

Children will be able to:

- [My body needs...](#)

Learning Outcomes

- Understand that the body gets energy from food, water and oxygen;
- Recognise that exercise and sleep are important to health

SCARF lesson plans

Children will be able to:

- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);
- Describe how food, water and air get into the body and blood.

- [What does my body do?](#)

Growing and Changing

Children will be able to:

- Demonstrate simple ways of giving positive feedback to others.

- [A helping hand](#)

Children will be able to:

- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.

- [Sam moves away](#)

Children will be able to:

- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
- Understand and describe some of the things that people are capable of at these different stages.

- [Haven't you grown!](#)

Children will be able to:

- Identify which parts of the human body are private;
- Explain that a person's genitals help them to make babies when they are grown up;
- Understand that humans mostly have the same body parts but that they can look different from person to person.

- [My body, your body](#)

Children will be able to:

- Explain what privacy means;

- [Respecting privacy](#)

Learning Outcomes

- Know that you are not allowed to touch someone's private belongings without their permission;
- Give examples of different types of private information.

SCARF lesson plans

Y3

Learning Outcomes

Me and My Relationships

Children will be able to:

- Explain why we have rules;
- Explore why rules are different for different age groups, in particular for internet-based activities;
- Suggest appropriate rules for a range of settings;
- Consider the possible consequences of breaking the rules.

- [As a rule](#)

Children will be able to:

- Explain some of the feelings someone might have when they lose something important to them;
- Understand that these feelings are normal and a way of dealing with the situation.

- [My special pet](#)

Children will be able to:

- Define and demonstrate cooperation and collaboration;
- Identify the different skills that people can bring to a group task;
- Demonstrate how working together in a collaborative manner can help everyone to achieve success.

- [Tangram team challenge](#)

Children will be able to:

- Identify people who they have a special relationship with;
- Suggest strategies for maintaining a positive relationship with their special people.

- [Looking after our special people](#)

Children will be able to:

- [How can we solve this problem?](#)

Learning Outcomes

SCARF lesson plans

- Rehearse and demonstrate simple strategies for resolving given conflict situations.

Children will be able to:

- Explain what a dare is;
- Understand that no-one has the right to force them to do a dare;
- Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.

- [Dan's dare](#)

Children will be able to:

- Express opinions and listen to those of others;
- Consider others' points of view;
- Practise explaining the thinking behind their ideas and opinions.

- [Thunks](#)

Children will be able to:

- Identify qualities of friendship;
- Suggest reasons why friends sometimes fall out;
- Rehearse and use, now or in the future, skills for making up again.

- [Friends are special](#)

Valuing Difference

Children will be able to:

- Recognise that there are many different types of family;
- Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'

- [Family and friends](#)

Children will be able to:

- Define the term 'community';
- Identify the different communities that they belong to;
- Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.

- [My community](#)

Children will be able to:

- Reflect on listening skills;
- Give examples of respectful language;

- [Respect and challenge](#)

Learning Outcomes

SCARF lesson plans

- Give examples of how to challenge another's viewpoint, respectfully.

Children will be able to:

- Explain that people living in the UK have different origins;
- Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
- Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.

- [Our friends and neighbours](#)

Children will be able to:

- Recognise the factors that make people similar to and different from each other;
- Recognise that repeated name calling is a form of bullying;
- Suggest strategies for dealing with name calling (including talking to a trusted adult).

- [Let's celebrate our differences](#)

Children will be able to:

- Understand and explain some of the reasons why different people are bullied;
- Explore why people have prejudiced views and understand what this is.

- [Zeb](#)

Keeping Myself Safe

Children will be able to:

- Identify situations which are safe or unsafe;
- Identify people who can help if a situation is unsafe;
- Suggest strategies for keeping safe.

- [Safe or unsafe?](#)

Children will be able to:

- Define the words danger and risk and explain the difference between the two;
- Demonstrate strategies for dealing with a risky situation.

- [Danger or risk?](#)

Learning Outcomes

SCARF lesson plans

Children will be able to:

- Identify some key risks from and effects of cigarettes and alcohol;
- Know that most people choose not to smoke cigarettes; (Social Norms message)
- Define the word 'drug' and understand that nicotine and alcohol are both drugs.

- [Alcohol and cigarettes: the facts](#)

Children will be able to:

- Identify risk factors in given situations;
- Suggest ways of reducing or managing those risks.

- [The Risk Robot](#)

Children will be able to:

- Evaluate the validity of statements relating to online safety;
- Recognise potential risks associated with browsing online;
- Give examples of strategies for safe browsing online.

- [Super Searcher](#)

Children will be able to:

- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;
- Recognise and describe appropriate behaviour online as well as offline;
- Identify what constitutes personal information and when it is not appropriate or safe to share this;
- Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.

- [None of your business!](#)

Children will be able to:

- Demonstrate strategies for assessing risks;
- Understand and explain decision-making skills;
- Understand where to get help from when making decisions.

- [Raisin challenge \(1\)](#)

Children will be able to:

- [Help or harm?](#)

Learning Outcomes

- Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

SCARF lesson plans

Rights and Responsibilities

Children will be able to:

- Define what a volunteer is;
- Identify people who are volunteers in the school community;
- Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.

- [Our helpful volunteers](#)

Children will be able to:

- Identify key people who are responsible for them to stay safe and healthy;
- Suggest ways they can help these people.

- [Helping each other to stay safe](#)

Children will be able to:

- Understand the difference between 'fact' and 'opinion';
- Understand how an event can be perceived from different viewpoints;
- Plan, draft and publish a recount using the appropriate language.

- [Recount task](#)

Children will be able to:

- Define what is meant by the environment;
- Evaluate and explain different methods of looking after the school environment;
- Devise methods of promoting their priority method.

- [Harold's environment project](#)

Children will be able to:

- Understand the terms 'income', 'saving' and 'spending';
- Recognise that there are times we can buy items we want and times when we need to save for items;
- Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)

- [Can Harold afford it?](#)

Children will be able to:

- [Earning money](#)

Learning Outcomes

SCARF lesson plans

- Explain that people earn their income through their jobs;
- Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)

Being My Best

Children will be able to:

- Explain how each of the food groups on the **Eatwell Guide** (formerly Eatwell Plate) benefits the body;
- Explain what is meant by the term 'balanced diet';
- Give examples what foods might make up a healthy balanced meal.

- [Derek cooks dinner! \(healthy eating\)](#)

Children will be able to:

- Explain how some infectious illnesses are spread from one person to another;
- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
- Suggest medical and non-medical ways of treating an illness.

- [Poorly Harold](#)

Children will be able to:

- Develop skills in discussion and debating an issue;
- Demonstrate their understanding of health and wellbeing issues that are relevant to them;
- Empathise with different view points;
- Make recommendations, based on their research.

- [For or against?](#)

Children will be able to:

- Identify their achievements and areas of development;
- Recognise that people may say kind things to help us feel good about ourselves;
- Explain why some groups of people are not represented as much on television/in the media.

- [I am fantastic!](#)

Children will be able to:

- Demonstrate how working together in a collaborative manner can help everyone to achieve success;

- [Getting on with your nerves!](#)

Learning Outcomes

- Understand and explain how the brain sends and receives messages through the nerves.

Children will be able to:

- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);
- Describe how food, water and air get into the body and blood.

Children will be able to:

- Explain some of the different talents and skills that people have and how skills are developed;
- Recognise their own skills and those of other children in the class.

Growing and Changing

Children will be able to:

- Identify different types of relationships;
- Recognise who they have positive healthy relationships with.

Children will be able to:

- Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.

Children will be able to:

- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

Children will be able to:

SCARF lesson plans

- [Body team work](#)

- [Top talents](#)

- [Relationship Tree](#)

- [Body space](#)

- [Secret or surprise?](#)

- [My changing body](#)

Learning Outcomes

SCARF lesson plans

- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.

Cross-curricular project

Children will be able to:

- Explain whose responsibility it is to look after the local environment;
- Plan and carry out an event which will benefit the local environment.

- [Let's have a tidy up!](#)

Y4

Learning Outcomes

SCARF lesson plans

Me and My Relationships

Children will be able to:

- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
- Explain how different words can express the intensity of feelings.

- [An email from Harold!](#)

Children will be able to:

- Explain what we mean by a 'positive, healthy relationship';
- Describe some of the qualities that they admire in others.

- [Ok or not ok? \(part 1\)](#)

Children will be able to:

- Recognise that there are times when they might need to say 'no' to a friend;
- Describe appropriate assertive strategies for saying 'no' to a friend.

- [Ok or not ok? \(part 2\)](#)

Children will be able to:

- [Human machines](#)

Learning Outcomes

SCARF lesson plans

- Demonstrate strategies for working on a collaborative task;
- Define successful qualities of teamwork and collaboration.

Children will be able to:

- Identify a wide range of feelings;
- Recognise that different people can have different feelings in the same situation;
- Explain how feelings can be linked to physical state.

- [Different feelings](#)

Children will be able to:

- Demonstrate a range of feelings through their facial expressions and body language;
- Recognise that their feelings might change towards someone or something once they have further information.

- [When feelings change](#)

Children will be able to:

- Give examples of strategies to respond to being bullied, including what people can do and say;
- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

- [Under pressure](#)

Valuing Difference

Children will be able to:

- Define the terms 'negotiation' and 'compromise';
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.

- [Can you sort it?](#)

Children will be able to:

- Understand that they have the right to protect their personal body space;
- Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;

- [Islands](#)

Learning Outcomes

- Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

Children will be able to:

- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
- Give examples of features of these different types of relationships, including how they influence what is shared.

Children will be able to:

- List some of the ways that people are different to each other (including differences of race, gender, religion);
- Recognise potential consequences of aggressive behaviour;
- Suggest strategies for dealing with someone who is behaving aggressively.

Children will be able to:

- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
- Define the word *respect* and demonstrate ways of showing respect to others' differences.

Children will be able to:

- Understand and identify stereotypes, including those promoted in the media.

Keeping Myself Safe

Children will be able to:

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
- Identify situations which are either dangerous, risky or hazardous;
- Suggest simple strategies for managing risk.

SCARF lesson plans

- [Friend or acquaintance?](#)

- [What would I do?](#)

- [The people we share our world with](#)

- [That is such a stereotype!](#)

- [Danger, risk or hazard?](#)

Learning Outcomes

SCARF lesson plans

Children will be able to:

- Identify images that are safe/unsafe to share online;
- Know and explain strategies for safe online sharing;
- Understand and explain the implications of sharing images online without consent.

- [Picture Wise](#)

Children will be able to:

- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not;
- Suggest strategies for managing dares.

- [How dare you!](#)

Children will be able to:

- Understand that medicines are drugs;
- Explain safety issues for medicine use;
- Suggest alternatives to taking a medicine when unwell;
- Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).

- [Medicines: check the label](#)

Children will be able to:

- Understand some of the key risks and effects of smoking and drinking alcohol;
- Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).

- [Know the norms](#)

Children will be able to:

- Describe stages of identifying and managing risk;
- Suggest people they can ask for help in managing risk.

- [Keeping ourselves safe](#)

Children will be able to:

- Understand that we can be influenced both positively and negatively;
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

- [Raisin challenge \(2\)](#)

Learning Outcomes

SCARF lesson plans

Rights and Responsibilities

Children will be able to:

- Explain how different people in the school and local community help them stay healthy and safe;
- Define what is meant by 'being responsible';
- Describe the various responsibilities of those who help them stay healthy and safe;
- Suggest ways they can help the people who keep them healthy and safe.

- [Who helps us stay healthy and safe?](#)

Children will be able to:

- Understand that humans have rights and also responsibilities;
- Identify some rights and also responsibilities that come with these.

- [It's your right](#)

Children will be able to:

- Understand the reason we have rules;
- Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);
- Recognise that everyone can make a difference within a democratic process.

- [How do we make a difference?](#)

Children will be able to:

- Define the word *influence*;
- Recognise that reports in the media can influence the way they think about a topic;
- Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.

- [In the news!](#)

Children will be able to:

- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;
- Recognise that they can play a role in influencing outcomes of situations by their actions.

- [Safety in numbers](#)

Children will be able to:

- [Logo quiz](#)

Learning Outcomes

- Understand some of the ways that various national and international environmental organisations work to help take care of the environment;
- Understand and explain the value of this work.

SCARF lesson plans

Children will be able to:

- Define the terms 'income' and 'expenditure';
 - List some of the items and services of expenditure in the school and in the home;
 - Prioritise items of expenditure in the home from most essential to least essential.
- [Harold's expenses](#)

Children will be able to:

- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';
 - Understand how a payslip is laid out showing both pay and deductions;
 - Prioritise public services from most essential to least essential.
- [Why pay taxes?](#)

Being My Best

Children will be able to:

- Identify ways in which everyone is unique;
 - Appreciate their own uniqueness;
 - Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
- [What makes me ME!](#)

Children will be able to:

- Give examples of choices they make for themselves and choices others make for them;
 - Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
- [Making choices](#)

Children will be able to:

- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;
- [SCARF Hotel](#)

Learning Outcomes

- Plan a menu which gives a healthy balanced of foods from across the food groups on the **Eatwell Guide** (formerly Eatwell Plate).

SCARF lesson plans

Children will be able to:

- Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);
- Suggest ways the Seven Rs recycling methods can be applied to different scenarios.

- [Harold's Seven Rs](#)

Children will be able to:

- Define what is meant by the word 'community';
- Suggest ways in which different people support the school community;
- Identify qualities and attributes of people who support the school community.

- [My school community \(1\)](#)

Growing and Changing

Children will be able to:

- Describe some of the changes that happen to people during their lives;
- Explain how the Learning Line can be used as a tool to help them manage change more easily;
- Suggest people who may be able to help them deal with change.

- [Moving house](#)

Children will be able to:

- Name some positive and negative feelings;
- Understand how the onset of puberty can have emotional as well as physical impact
- Suggest reasons why young people sometimes fall out with their parents;
- Take part in a role play practising how to compromise.

- [My feelings are all over the place!](#)

Children will be able to:

- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;

- [All change!](#)

Learning Outcomes

- Understand and explain why puberty happens.

Children will be able to:

- Know the key facts of the menstrual cycle;
- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways to cope better with periods.

SCARF lesson plans

- [Preparing for periods \(formerly Period positive\)](#)

Children will be able to:

- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

- [Secret or surprise?](#)

Children will be able to:

- Understand that marriage is a commitment to be entered into freely and not against someone's will;
- Recognise that marriage includes same sex and opposite sex partners;
- Know the legal age for marriage in England or Scotland;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

- [Together](#)

Cross-curricular project

Children will be able to:

- Define what a volunteer is;
- Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.

- [Volunteering is cool](#)

Y5

Learning Outcomes

Me and My Relationships

SCARF lesson plans

Learning Outcomes

SCARF lesson plans

Children will be able to:

- Explain what collaboration means;
- Give examples of how they have worked collaboratively;
- Describe the attributes needed to work collaboratively.

- [Collaboration Challenge!](#)

Children will be able to:

- Explain what is meant by the terms negotiation and compromise;
- Describe strategies for resolving difficult issues or situations.

- [Give and take](#)

Children will be able to:

- Demonstrate how to respond to a wide range of feelings in others;
- Give examples of some key qualities of friendship;
- Reflect on their own friendship qualities.

- [How good a friend are you?](#)

Children will be able to:

- Identify what things make a relationship unhealthy;
- Identify who they could talk to if they needed help.

- [Relationship cake recipe](#)

Children will be able to:

- Identify characteristics of passive, aggressive and assertive behaviours;
- Understand and rehearse assertiveness skills.

- [Being assertive](#)

Children will be able to:

- Recognise basic emotional needs, understand that they change according to circumstance;
- Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.

- [Our emotional needs](#)

Children will be able to:

- [Communication](#)

Learning Outcomes

- Understand that online communication can be misinterpreted;
- Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.

SCARF lesson plans

Valuing Difference

Children will be able to:

- Define some key qualities of friendship;
- Describe ways of making a friendship last;
- Explain why friendships sometimes end.

- [Qualities of friendship](#)

Children will be able to:

- Rehearse active listening skills;
- Demonstrate respectfulness in responding to others;
- Respond appropriately to others.

- [Kind conversations](#)

Children will be able to:

- Develop an understanding of discrimination and its injustice, and describe this using examples;
- Empathise with people who have been, and currently are, subjected to injustice, including through racism;
- Consider how discriminatory behaviour can be challenged.

- [Happy being me](#)

Children will be able to:

- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

- [The land of the Red People](#)

Children will be able to:

- Understand that the information we see online, either text or images, is not always true or accurate;
- Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;

- [Is it true?](#)

Learning Outcomes

- Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.

Children will be able to:

- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.

Keeping Myself Safe

Children will be able to:

- Explain what a habit is, giving examples;
- Describe why and how a habit can be hard to change.

Children will be able to:

- Recognise that there are positive and negative risks;
- Explain how to weigh up risk factors when making a decision;
- Describe some of the possible outcomes of taking a risk.

Children will be able to:

- Demonstrate strategies to deal with both face-to-face and online bullying;
- Demonstrate strategies and skills for supporting others who are bullied;
- Recognise and describe the difference between online and face-to-face bullying.

Children will be able to:

- Define what is meant by a dare;
- Explain why someone might give a dare;
- Suggest ways of standing up to someone who gives a dare.

Children will be able to:

- Recognise which situations are risky;

SCARF lesson plans

- [It could happen to anyone](#)

- ['Thunking' about habits](#)

- [Jay's dilemma](#)

- [Spot bullying](#)

- [Ella's diary dilemma](#)

- [Decision dilemmas](#)

Learning Outcomes

- Explore and share their views about decision making when faced with a risky situation;
- Suggest what someone should do when faced with a risky situation.

SCARF lesson plans

Children will be able to:

- Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;
- Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;
- Know how to protect personal information online;
- Recognise disrespectful behaviour online and know how to respond to it.

- [Play, like, share](#)

Children will be able to:

- Understand some of the complexities of categorising drugs;
- Know that all medicines are drugs but not all drugs are medicines;
- Understand ways in which medicines can be helpful or harmful and used safely or unsafely.

- [Drugs: true or false?](#)

Children will be able to:

- Understand the actual norms around smoking and the reasons for common misperceptions of these.

- [Smoking: what is normal?](#)

Children will be able to:

- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.

- [Would you risk it?](#)

Rights and Responsibilities

Children will be able to:

- Identify, write and discuss issues currently in the media concerning health and wellbeing;

- [What's the story?](#)

Learning Outcomes

- Express their opinions on an issue concerning health and wellbeing;
- Make recommendations on an issue concerning health and wellbeing.

SCARF lesson plans

Children will be able to:

- Understand the difference between a fact and an opinion;
- Understand what biased reporting is and the need to think critically about things we read.

- [Fact or opinion?](#)

Children will be able to:

- Define the differences between responsibilities, rights and duties;
- Discuss what can make them difficult to follow;
- Identify the impact on individuals and the wider community if responsibilities are not carried out.

- [Rights, responsibilities and duties](#)

Children will be able to:

- Explain what we mean by the terms voluntary, community and pressure (action) group;
- Give examples of voluntary groups, the kind of work they do and its value.

- [Mo makes a difference](#)

Children will be able to:

- State the costs involved in producing and selling an item;
- Suggest questions a consumer should ask before buying a product.

- [Spending wisely](#)

Children will be able to:

- Define the terms loan, credit, debt and interest;
- Suggest advice for a range of situations involving personal finance.

- [Lend us a fiver!](#)

Children will be able to:

- Explain some of the areas that local councils have responsibility for;

- [Local councils](#)

Learning Outcomes

- Understand that local councillors are elected to represent their local community.

SCARF lesson plans

Being My Best

Children will be able to:

- Know two harmful effects each of smoking/drinking alcohol.
- Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.

- [Getting fit](#)

Children will be able to:

- Know the basic functions of the four systems covered and know they are inter-related.
- Explain the function of at least one internal organ.
- Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.

- [It all adds up!](#)

Children will be able to:

- Identify their own strengths and talents;
- Identify areas that need improvement and describe strategies for achieving those improvements.

- [Different skills](#)

Children will be able to:

- State what is meant by community;
- Explain what being part of a school community means to them;
- Suggest ways of improving the school community.

- [My school community \(2\)](#)

Children will be able to:

- Identify people who are responsible for helping them stay healthy and safe;
- Identify ways that they can help these people.

- [Independence and responsibility](#)

Children will be able to:

- [Star qualities?](#)

Learning Outcomes

- Describe 'star' qualities of celebrities as portrayed by the media;
- Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;
- Describe 'star' qualities that 'ordinary' people have.

SCARF lesson plans

Growing and Changing

Children will be able to:

- Use a range of words and phrases to describe the intensity of different feelings
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
- Explain strategies they can use to build resilience.

- [How are they feeling?](#)

Children will be able to:

- Identify people who can be trusted;
- Understand what kinds of touch are acceptable or unacceptable;
- Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.

- [Taking notice of our feelings](#)

Children will be able to:

- Explain how someone might feel when they are separated from someone or something they like;
- Suggest ways to help someone who is separated from someone or something they like.

- [Dear Hetty](#)

Children will be able to:

- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.

- [Changing bodies and feelings](#)

Children will be able to:

- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.

- [Growing up and changing bodies](#)

Learning Outcomes	SCARF lesson plans
Children will be able to:	
<ul style="list-style-type: none"> Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. 	<ul style="list-style-type: none"> Help! I'm a teenager - get me out of here!
Children will be able to:	
<ul style="list-style-type: none"> Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way. 	<ul style="list-style-type: none"> It could happen to anyone
Children will be able to:	
<ul style="list-style-type: none"> Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. 	<ul style="list-style-type: none"> Dear Ash
Children will be able to:	
<ul style="list-style-type: none"> Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. 	<ul style="list-style-type: none"> Stop, start, stereotypes

Y6

Learning Outcomes	SCARF lesson plans
Me and My Relationships	
Children will be able to:	
<ul style="list-style-type: none"> Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. 	<ul style="list-style-type: none"> Working together
Children will be able to:	
<ul style="list-style-type: none"> Explain what is meant by the terms 'negotiation' and 'compromise'; 	<ul style="list-style-type: none"> Let's negotiate

Learning Outcomes

- Suggest positive strategies for negotiating and compromising within a collaborative task;
- Demonstrate positive strategies for negotiating and compromising within a collaborative task.

Children will be able to:

- Recognise some of the challenges that arise from friendships;
- Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.

Children will be able to:

- List some assertive behaviours;
- Recognise peer influence and pressure;
- Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.

Children will be able to:

- Recognise and empathise with patterns of behaviour in peer-group dynamics;
- Recognise basic emotional needs and understand that they change according to circumstance;
- Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.

Children will be able to:

- Describe the consequences of reacting to others in a positive or negative way;
- Suggest ways that people can respond more positively to others.

Children will be able to:

SCARF lesson plans

- [Solve the friendship problem](#)

- [Assertiveness skills \(formerly Behave yourself - 2\)](#)

- [Behave yourself](#)

- [Dan's day](#)

- [Don't force me](#)

Learning Outcomes

- Describe ways in which people show their commitment to each other;
- Know the ages at which a person can marry, depending on whether their parents agree;
- Understand that everyone has the right to be free to choose who and whether to marry.

Children will be able to:

- Recognise that some types of physical contact can produce strong negative feelings;
- Know that some inappropriate touch is also illegal.

Children will be able to:

- Identify strategies for keeping personal information safe online;
- Describe safe and respectful behaviours when using communication technology.

Valuing Difference

Children will be able to:

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
- Suggest strategies for dealing with bullying, as a bystander;
- Describe positive attributes of their peers.

Children will be able to:

- Know that all people are unique but that we have far more in common with each other than what is different about us;
- Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
- Demonstrate ways of offering support to someone who has been bullied .

SCARF lesson plans

- [Acting appropriately](#)

- [It's a puzzle](#)

- [OK to be different](#)

- [We have more in common than not](#)

Learning Outcomes

SCARF lesson plans

Children will be able to:

- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.

- [Respecting differences](#)

Children will be able to:

- Understand and explain the term prejudice;
- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

- [Tolerance and respect for others](#)

Children will be able to:

- Explain the difference between a friend and an acquaintance;
- Describe qualities of a strong, positive friendship;
- Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).

- [Advertising friendships!](#)

Children will be able to:

- Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.

- [Boys will be boys? - challenging gender stereotypes](#)

Keeping Myself Safe

Children will be able to:

- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;

- [Think before you click!](#)

Learning Outcomes

- Understand and describe the ease with which something posted online can spread.

Children will be able to:

- Identify strategies for keeping personal information safe online;
- Describe safe behaviours when using communication technology.

Children will be able to:

- Know that it is illegal to create and share sexual images of children under 18 years old;
- Explore the risks of sharing photos and films of themselves with other people directly or online;
- Know how to keep their information private online.

Children will be able to:

- Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.

Children will be able to:

- Explain how drugs can be categorised into different groups depending on their medical and legal context;
- Demonstrate an understanding that drugs can have both medical and non-medical uses;
- Explain in simple terms some of the laws that control drugs in this country.

Children will be able to:

- Understand some of the basic laws in relation to drugs;

SCARF lesson plans

- [Traffic lights](#)

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

- [Rat Park](#)

- [What sort of drug is...?](#)

- [Drugs: it's the law!](#)

Learning Outcomes

- Explain why there are laws relating to drugs in this country.

Children will be able to:

- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
- Describe some of the effects and risks of drinking alcohol.

Children will be able to:

- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
- Explain how these emotional needs impact on people's behaviour;
- Suggest positive ways that people can get their emotional need met.

Children will be able to:

- Understand and give examples of conflicting emotions;
- Understand and reflect on how independence and responsibility go together.

Rights and Responsibilities

Children will be able to:

- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;
- Describe the language and techniques that make up a biased report;
- Analyse a report also extract the facts from it.

Children will be able to:

- Know the legal age (and reason behind these) for having a social media account;

SCARF lesson plans

- [Alcohol: what is normal?](#)

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

- [Joe's story \(part 2\)](#)

- [Two sides to every story](#)

- [Facebook friends](#)

Learning Outcomes

- Understand why people don't tell the truth and often post only the good bits about themselves, online;
- Recognise that people's lives are much more balanced in real life, with positives and negatives.

SCARF lesson plans

Children will be able to:

- Explain some benefits of saving money;
- Describe the different ways money can be saved, outlining the pros and cons of each method;
- Describe the costs that go into producing an item;
- Suggest sale prices for a variety of items, taking into account a range of factors;
- Explain what is meant by the term *interest*.

- [What's it worth?](#)

Children will be able to:

- Recognise and explain that different jobs have different levels of pay and the factors that influence this;
- Explain the different types of tax (income tax and VAT) which help to fund public services;
- Evaluate the different public services and compare their value.

- [Jobs and taxes](#)

Children will be able to:

- Explain what we mean by the terms voluntary, community and pressure (action) group;
- Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.

- [Action stations!](#)

Children will be able to:

- Explain what is meant by living in an environmentally sustainable way;
- Suggest actions that could be taken to live in a more environmentally sustainable way.

- [Happy shoppers](#)

Learning Outcomes

SCARF lesson plans

Being My Best

Children will be able to:

- Identify aspirational goals;
- Describe the actions needed to set and achieve these.

- [This will be your life!](#)

Children will be able to:

- Explain what the five ways to wellbeing are;
- Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.

- [Five Ways to Wellbeing project](#)

Children will be able to:

- Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.

- [Our recommendations](#)

Children will be able to:

- Identify risk factors in a given situation;
- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.

- [What's the risk? \(1\)](#)

Children will be able to:

- Recognise what risk is;
- Explain how a risk can be reduced;
- Understand risks related to growing up and explain the need to be aware of these;
- Assess a risk to help keep themselves safe.

- [What's the risk? \(2\)](#)

Growing and Changing

Children will be able to:

- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;

- [Helpful or unhelpful? Managing change](#)

Learning Outcomes

SCARF lesson plans

- Identify people who can support someone who is dealing with a challenging time of change.

Children will be able to:

- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;
- Identify qualities that people have, as well as their looks.

- [I look great!](#)

Children will be able to:

- Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.

- [Media manipulation](#)

Children will be able to:

- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.

- [Pressure online](#)

Children will be able to:

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Understand what FGM is and that it is an illegal practice in this country;

- [Is this normal?](#)

Learning Outcomes

- Know where someone could get support if they were concerned about their own or another person's safety.

Children will be able to:

- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.

Children will be able to:

- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

Children will be able to:

- Explain how HIV affects the body's immune system;
- Understand that HIV is difficult to transmit;
- Know how a person can protect themselves from HIV.

Cross-curricular project

Children will be able to:

- Determine some of the characteristics of Thomas Coram through studying his portrait;
- Know some of the conditions of life of children in poverty in the 18th Century and relate these to their rights.
- Demonstrate their understanding of the aims of Thomas Coram and his proposed Foundling Hospital.

Children will be able to:

SCARF lesson plans

- [Dear Ash](#)

- [Making babies](#)

- [What is HIV?](#)

- [Captain Coram 2 - Thomas Coram and the Foundling Hospital](#)

- [Captain Coram 3 - Funds for Foundlings: 18th century](#)

Learning Outcomes

- Understand the role of artists and musicians in raising both the profile and funds for the Coram Foundling Hospital;
- Have the skills to design, run and evaluate a fundraising project of their own choosing.

Children will be able to:

- Consider and analyse images of paintings from the Foundling Museum to understand some of the aspects of life in the Foundling Hospital;
- Use extracts from 'Hetty Feather' to understand some of the aspects of life in the Foundling Hospital;
- Relate Hetty Feather's experiences to the rights of the child.

Children will be able to:

- Use audio and photograph sources to understand some of the aspects of life in the Foundling Hospital in the 20th Century;
- Demonstrate their understanding of life in the Foundling Hospital by writing a fictional diary entry.

Children will be able to:

- Demonstrate an understanding of the work of the Thomas Coram Foundation (Coram) in the present day;
- Determine ways in which Coram's work continues to uphold children's rights;
- Demonstrate their knowledge and understanding of aspects of the work of his foundation from the 18th century through to the present day through writing a fictional letter to Thomas Coram.

SCARF lesson plans

[artists raise money for the 1st children's charity](#)

- [Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century](#)

- [Captain Coram 5 - Life for Foundlings in the 20th century](#)

- [Captain Coram 6 - Coram today: children's rights in the 21st century](#)