



Grosvenor Road Primary School

Relationships and Health Education Policy

September 2023

1. Aims

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationships & Health Education to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Grosvenor Road, Relationships and Health Education is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

The aims of relationships and health education at our school are to:

- Provide a consistent standard of relations and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“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.”

Should you like to see the guidance from the government please visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

3. Definition

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education (non-statutory in Primary Education) is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education. It is not about the promotion of sexual activity.

4. Curriculum

4.1 Statutory RHE Curriculum Content

Our RHE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education & Health Education curriculum are outlined below:

By the end of primary school pupils should know

<p>Families and people who care about me</p>	<ul style="list-style-type: none"> • 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
<p>Caring friendships</p>	<ul style="list-style-type: none"> • 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
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources

4.2 Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans

- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

4.3 Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 5 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

4.4 Non-Statutory Sex Education

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 5 and 6 by a specialist educator from Coram Life Education North West (see Curriculum Map in Appendix 1)

Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request. These are also forwarded to parents alongside the letter informing them of the scheduled lesson(s). For more information, see our curriculum map in Appendix 1.

5. Delivery of Relationships & Health Education

Our Relationships and Health Education programme will be delivered in an age appropriate and sensitive manner by class teachers (except Year 5 & 6 Puberty Lessons). Teaching is normally in mixed gender groups, though some content is covered in single sex groups e.g. Y5&6 puberty, menstrual hygiene etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RHE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Delivery methods will be adjusted should the need for remote learning continue or extend.

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are also taught within the science curriculum. (see our curriculum map in Appendix 1.)

Pupils receive stand-alone sex education sessions delivered by a trained health professional / education provider from Coram Life Education North West.

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

A questions box will be available for Year 5&6 pupils to ask anonymous questions.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

All areas of learning acknowledge the diversity of family life and are taught within this context, taking care to ensure that there is no stigmatisation of children based on their home circumstances.

6. Roles and responsibilities

6.1 The Governing Board

The governing board will approve the RHE policy.

6.2 The Headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE (see section 7).

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

6.3 Staff

All staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE
- Monitoring progress

Class teachers are responsible for teaching PSHE (incl. RHE) at Grosvenor Road Primary. (Coram Life Education North West Staff will lead Year 5 & 6 Puberty sessions)

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided, which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education in Year 5 & 6, as well as those that may be asked at other times.

All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

6.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

7. Parents' right to withdraw

As previously stated, the RHE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RHE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher. (This form should only be completed once parents have been notified that their child is due to receive the Non-Statutory Sex Education Lesson in Year 5 & Year 6)

Alternative work will be given to pupils who are withdrawn from sex education and the child will go to another class for the duration of the lesson.

8. Monitoring Arrangements

The delivery of RHE is monitored by the senior leadership team

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

This policy will be reviewed annually by the headteacher.

9. Safeguarding

Teachers conduct PSHE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police.

10. Equal Opportunities

Grosvenor Road Primary School is committed to equality of opportunity in all aspects of school life. In RHE this will include:

- Examining and challenging gender stereotyping,
- Celebrating difference and diversity
- Ensuring delivery of a programme of Relationships Education that is relevant to all pupils

Please see below a useful document produced by the government, which provides answers to frequently asked questions:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Appendix 1:

GROSVENOR ROAD PRIMARY SCHOOL – PSHE Curriculum Plan

Incl. Statutory Relationships Education & Health Education,
NC Science Objectives & Links to School Values



Relationships Education

Families and people who care for me



Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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

R [All about me](#)
R [Me and my special people](#)
R [Getting bigger](#)
R [Safe indoors and outdoors](#)
Y1 [Who are our special people?](#)
Y2 [My special people](#)
Y3 [Family and friends](#)
Y4 [Friend or acquaintance?](#)
Y6 [Advertising friendships!](#)
Y6 [Joe's story \(part 2\)](#)

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.

R [Me and my special people](#)
R [Who can help me?](#)
Y1 [Who are our special people?](#)
Y2 [My special people](#)
Y3 [Family and friends](#)
Y3 [Looking after our special people](#)
Y4 [Friend or acquaintance?](#)

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.

R [Me and my special people](#)
R [All about me](#)
R [Getting bigger](#)
Y1 [Same or different?](#)
Y1 [Who are our special people?](#)
Y2 [My special people](#)
Y3 [Family and friends](#)
Y3 [Let's celebrate our differences](#)
Y4 [The people we share our world with](#)
Y4 [Together](#)
Y5 [The land of the Red People](#)

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.

R [Getting bigger](#)
R [Who can help me?](#)
Y1 [Same or different?](#)
Y1 [Who are our special people?](#)
Y2 [My special people](#)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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

- Y3 [Family and friends](#)
- Y4 [Together](#)
- Y6 [Advertising friendships!](#)

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.

- Y4 [Together](#)
- R [Who can help me?](#)
- Y1 [Who can help? \(1\)](#)
- Y1 [Surprises and secrets](#)
- Y5 [Growing up and changing bodies \(Coram Life Ed\)](#)

Caring friendships



Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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

- R [All about me](#)
- R [Me and my special people](#)
- Y1 [Good friends](#)
- Y2 [Being a good friend](#)
- Y3 [Looking after our special people](#)
- Y3 [Friends are special](#)
- Y3 [Relationship Tree](#)
- Y4 [Together](#)
- Y4 [Can you sort it?](#)
- Y4 [Friend or acquaintance?](#)
- Y5 [It could happen to anyone](#)
- Y5 [How good a friend are you?](#)
- Y6 [Advertising friendships!](#)
- Y6 [Joe's story \(part 2\)](#)

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

- R [Bouncing back when things go wrong](#)
- R [Same and different](#)
- R [Kind and caring \(1\)](#)
- R [Who can help me?](#)
- Y1 [Harold has a bad day](#)
- Y1 [Good friends](#)
- Y1 [It's not fair!](#)
- Y1 [Pass on the praise!](#)
- Y1 [Unkind, tease or bully?](#)
- Y1 [Who can help? \(2\)](#)
- Y2 [Being a good friend](#)
- Y3 [Looking after our special people](#)
- Y3 [Relationship Tree](#)

	<p>Y3 Friends are special</p> <p>Y4 An email from Harold!</p> <p>Y4 Making choices</p> <p>Y4 Friend or acquaintance?</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Can you sort it?</p> <p>Y5 It could happen to anyone</p> <p>Y5 How good a friend are you?</p> <p>Y5 Being assertive</p> <p>Y6 Advertising friendships!</p> <p>Y6 OK to be different</p> <p>Y6 What's the risk? (1)</p> <p>Y6 Joe's story (part 1)</p>
<p>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>R Who can help me?</p> <p>R Kind and caring (1)</p> <p>Y1 Unkind, tease or bully?</p> <p>Y1 It's not fair!</p> <p>Y1 Good friends</p> <p>Y2 A helping hand</p> <p>Y2 Being a good friend</p> <p>Y2 An act of kindness</p> <p>Y3 How can we solve this problem?</p> <p>Y4 An email from Harold!</p> <p>Y4 Can you sort it?</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y5 It could happen to anyone</p> <p>Y5 The land of the Red People</p> <p>Y5 Being assertive</p> <p>Y5 How good a friend are you?</p> <p>Y6 Joe's story (part 1)</p> <p>Y6 What's the risk? (1)</p> <p>Y6 Advertising friendships!</p> <p>Y6 Joe's story (part 2)</p>
<p>4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	<p>Y1 It's not fair!</p> <p>Y1 Surprises and secrets</p> <p>Y1 Unkind, tease or bully?</p> <p>Y1 Who can help? (1)</p> <p>Y1 Harold has a bad day</p> <p>Y3 How can we solve this problem?</p> <p>Y3 Friends are special</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Can you sort it?</p> <p>Y5 How good a friend are you?</p>

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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.

Y6 [Joe's story \(part 2\)](#)

Y6 [Advertising friendships!](#)

R [Who can help me?](#)

Y1 [Pass on the praise!](#)

Y2 [Getting on with others](#)

Y3 [Relationship Tree](#)

Y4 [How dare you!](#)

Y4 [Can you sort it?](#)

Y4 [Ok or not ok? \(part 1\)](#)

Y5 [It could happen to anyone](#)

Y5 [Being assertive](#)

Y6 [Advertising friendships!](#)

Y6 [What's the risk? \(1\)](#)

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

Y6 [Assertiveness skills \(formerly Behave yourself - 2\)](#)

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

R [Me and my special people](#)

R [Same and different](#)

R [Same and different homes](#)

R [Getting bigger](#)

Y1 [Same or different?](#)

Y1 [Pass on the praise!](#)

Y2 [What makes us who we are?](#)

Y3 [How can we solve this problem?](#)

Y3 [Let's celebrate our differences](#)

Y3 [For or against?](#)

Y4 [The people we share our world with](#)

Y4 [Making choices](#)

Y4 [Under pressure](#)

Y4 [Ok or not ok? \(part 1\)](#)

Y4 [Friend or acquaintance?](#)

Y4 [Can you sort it?](#)

Y5 [The land of the Red People](#)

Y5 [Happy being me](#)

Y5 [Being assertive](#)

Y6 [Tolerance and respect for others](#)

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

Y6 [I look great!](#)

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.

Y6 [What's the risk? \(1\)](#)

- R [Bouncing back when things go wrong](#)
- R [Being helpful at home and caring for our classroom](#)
- R [Kind and caring \(1\)](#)
- Y1 [Harold has a bad day](#)
- Y1 [Why we have classroom rules](#)
- Y1 [It's not fair!](#)
- Y1 [Same or different?](#)
- Y2 [How do we make others feel?](#)
- Y2 [What makes us who we are?](#)
- Y2 [An act of kindness](#)
- Y3 [For or against?](#)
- Y3 [Let's celebrate our differences](#)
- Y4 [The people we share our world with](#)
- Y4 [Can you sort it?](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y5 [The land of the Red People](#)
- Y5 [Happy being me](#)
- Y6 [I look great!](#)
- Y6 [Assertiveness skills \(formerly Behave yourself - 2\)](#)

3. The conventions of courtesy and manners.

- R [Being helpful at home and caring for our classroom](#)
- R [Kind and caring \(1\)](#)
- R [Same and different homes](#)
- Y1 [Harold has a bad day](#)
- Y1 [It's not fair!](#)
- Y1 [Why we have classroom rules](#)
- Y1 [Pass on the praise!](#)
- Y2 [An act of kindness](#)
- Y2 [Getting on with others](#)
- Y3 [For or against?](#)
- Y5 [Happy being me](#)

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

- R [Same and different](#)
- R [All about me](#)
- Y4 [How dare you!](#)
- Y5 [The land of the Red People](#)
- Y5 [Happy being me](#)
- Y6 [I look great!](#)
- Y6 [Joe's story \(part 1\)](#)
- Y6 [What's the risk? \(1\)](#)
- Y6 [Assertiveness skills \(formerly Behave yourself - 2\)](#)

5. That in school and in wider society they can expect to be treated with respect by

- R [All about me](#)
- R [Same and different](#)

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

others, and that in turn they should show due respect to others, including those in positions of authority.

- Y1 [Harold has a bad day](#)
- Y1 [Pass on the praise!](#)
- Y1 [Unkind, tease or bully?](#)
- Y2 [Getting on with others](#)
- Y4 [The people we share our world with](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y4 [Can you sort it?](#)
- Y5 [Happy being me](#)
- Y5 [The land of the Red People](#)
- Y6 [Assertiveness skills \(formerly Behave yourself - 2\)](#)
- Y6 [Joe's story \(part 2\)](#)
- Y6 [Tolerance and respect for others](#)

6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

- Y1 [Unkind, tease or bully?](#)
- Y2 [Getting on with others](#)
- Y3 [Let's celebrate our differences](#)
- Y4 [How dare you!](#)
- Y4 [Under pressure](#)
- Y5 [Happy being me](#)
- Y6 [OK to be different](#)
- Y6 [What's the risk? \(1\)](#)

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

- Y3 [Family and friends](#)
- Y5 [Happy being me](#)
- Y6 [Two sides to every story](#)

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

- Y1 [Sharing pictures](#)
- Y1 [Surprises and secrets](#)
- Y3 [Secret or surprise?](#)
- Y4 [Secret or surprise?](#)
- Y5 [Growing up and changing bodies – Coram Life Ed lesson](#)
- Y6 [Think before you click!](#)
- Y6 [Assertiveness skills \(formerly Behave yourself - 2\)](#)

Online relationships

E-safety taught in all classes as part of Computing Curriculum and reinforced during e-safety week (Feb)

**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.

- Y1 [Sharing pictures](#)
- Y2 [Playing games](#)

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

- Y1 [Sharing pictures](#)
- Y2 [Playing games](#)
- Y3 [Let's celebrate our differences](#)

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

online including when we are anonymous.

- Y3 [Relationship Tree](#)
- Y4 [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.

- R [Keeping safe online](#)
- Y1 [Sharing pictures](#)
- Y2 [Playing games](#)
- Y3 [Super Searcher](#)
- Y4 [Picture Wise](#)
- Y5 [Play, like, share](#)
- Y6 [Think before you click!](#)

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

- Y1 [Sharing pictures](#)
- Y2 [Playing games](#)
- Y3 [Super Searcher](#)
- Y5 [Play, like, share](#)

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

- Y1 [Sharing pictures](#)
- Y2 [Playing games](#)
- Y3 [Super Searcher](#)
- Y4 [Picture Wise](#)
- Y5 [Play, like, share](#)

Being safe**Statutory requirement****SCARF lesson plans that support the teaching and learning of this**

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

- Y1 [Sharing pictures](#)
- Y1 [Surprises and secrets](#)
- Y2 [Should I tell?](#)
- Y2 [What should Harold say?](#)
- Y2 [Playing games](#)
- Y3 [Safe or unsafe?](#)
- Y3 [Raisin challenge \(1\)](#)
- Y4 [How dare you!](#)
- Y4 [Secret or surprise?](#)
- Y5 [Play, like, share](#)
- Y6 [What's the risk? \(1\)](#)

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.

- R [Keeping safe online](#)
- Y1 [Sharing pictures](#)
- Y1 [Surprises and secrets](#)
- Y2 [Should I tell?](#)
- Y2 [Playing games](#)

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

	<p>Y3 Secret or surprise?</p> <p>Y4 Secret or surprise?</p> <p>Y5 Growing up and changing bodies – Coram Life Ed Lesson</p> <p>Y5 Dear Ash</p> <p>Y6 Dear Ash</p>
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	<p>Y4 Secret or surprise?</p> <p>Y5 Growing up and changing bodies – Coram Life Ed Lesson</p>
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	<p>R Who can help me?</p> <p>Y1 Surprises and secrets</p> <p>Y2 What should Harold say?</p> <p>Y3 Safe or unsafe?</p> <p>Y4 Danger, risk or hazard?</p> <p>Y4 Secret or surprise?</p> <p>Y5 Dear Ash</p> <p>Y5 Play, like, share</p> <p>Y6 Dear Ash</p> <p>Y6 Joe's story (part 1)</p>
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	<p>R Keeping safe online</p> <p>R Safe indoors and outdoors</p> <p>R What's safe to go onto my body</p> <p>R Who can help me?</p> <p>Y1 Surprises and secrets</p> <p>Y1 Our feelings</p> <p>Y1 Who can help? (1)</p> <p>Y2 Should I tell?</p> <p>Y3 Safe or unsafe?</p> <p>Y4 Secret or surprise?</p> <p>Y4 Danger, risk or hazard?</p> <p>Y5 Dear Ash</p> <p>Y6 Dear Ash</p>
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	<p>R Keeping safe online</p> <p>Y1 Sharing pictures</p> <p>Y1 Surprises and secrets</p> <p>Y2 Feeling safe</p> <p>Y2 Playing games</p> <p>Y3 Raisin challenge (1)</p> <p>Y4 Who helps us stay healthy and safe?</p> <p>Y4 How dare you!</p> <p>Y5 Dear Ash</p> <p>Y6 Dear Ash</p>

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.

- Y6 [Joe's story \(part 1\)](#)
- Y1 [Surprises and secrets](#)
- Y2 [Feeling safe](#)
- Y4 [Who helps us stay healthy and safe?](#)
- Y4 [Secret or surprise?](#)
- Y5 [Dear Ash](#)
- Y6 [Dear Ash](#)
- Y6 [Joe's story \(part 1\)](#)

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

- R [Who can help me?](#)
- Y1 [Surprises and secrets](#)
- Y2 [Feeling safe](#)
- Y3 [Helping each other to stay safe](#)
- Y4 [Who helps us stay healthy and safe?](#)
- Y5 [Dear Ash](#)
- Y6 [Dear Ash](#)

Physical Health and Mental Wellbeing (Health Education)

Mental wellbeing



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

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

Y1 [Our feelings](#)
Y4 [Different feelings](#)
Y6 [Five Ways to Wellbeing project](#)

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.

R [Bouncing back when things go wrong](#)
Y1 [Our feelings](#)
Y1 [Harold loses Geoffrey](#)
Y2 [Sam moves away](#)
Y2 [How are you feeling today?](#)
Y2 [Let's all be happy!](#)
Y3 [My special pet](#)
Y4 [Different feelings](#)
Y4 [Moving house](#)
Y4 [Secret or surprise?](#)
Y5 [How are they feeling?](#)

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.

R [Bouncing back when things go wrong](#)
R [What's safe to go onto my body](#)
Y1 [Our feelings](#)
Y2 [When I feel like erupting](#)
Y2 [How are you feeling today?](#)
Y2 [How do we make others feel?](#)
Y2 [An act of kindness](#)
Y2 [Harold's picnic](#)
Y3 [My special pet](#)
Y4 [Moving house](#)
Y4 [An email from Harold!](#)
Y4 [Different feelings](#)
Y4 [Secret or surprise?](#)
Y4 [Ok or not ok? \(part 1\)](#)
Y5 [How are they feeling?](#)
Y5 [How good a friend are you?](#)
Y6 [I look great!](#)

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

Y1 [Our feelings](#)
Y2 [When I feel like erupting](#)
Y3 [My special pet](#)
Y4 [Different feelings](#)
Y4 [How dare you!](#)
Y5 [How are they feeling?](#)

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

Y2 [Harold's picnic](#)
Y3 [Our helpful volunteers](#)
Y6 [Five Ways to Wellbeing project](#)

6. Simple self-care techniques, including the

Y1 [Who are our special people?](#)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Y6 [Five Ways to Wellbeing project](#)

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

Y1 [Our feelings](#)

Y4 [An email from Harold!](#)

Y6 [Five Ways to Wellbeing project](#)

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

Y1 [Who can help? \(2\)](#)

Y3 [Let's celebrate our differences](#)

Y4 [Under pressure](#)

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).

R [Who can help me?](#)

Y2 [Let's all be happy!](#)

Y4 [Moving house](#)

Internet safety and harms

E-safety taught in all classes as part of Computing Curriculum and reinforced during e-safety week (Feb)



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.

- Y1 [Sharing pictures](#)
- Y2 [Playing games](#)
- Y3 [Super Searcher](#)

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.

- Y2 [Playing games](#)
- Y6 [Five Ways to Wellbeing project](#)
- Y6 [I look great!](#)

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.

- Y1 [Sharing pictures](#)
- Y2 [Playing games](#)
- Y3 [Super Searcher](#)
- Y4 [Picture Wise](#)
- Y5 [Play, like, share](#)

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

- Y3 [As a rule](#)
- Y5 [Star qualities?](#)

5. That the internet can also be a negative place where online abuse, trolling, bullying

- Y1 [Sharing pictures](#)
- Y2 [Playing games](#)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

and harassment can take place, which can have a negative impact on mental health.

- **Y3** [Let's celebrate our differences](#)
- **Y4** [Under pressure](#)
- **Y5** [Play, like, share](#)

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

- **Y3** [Super Searcher](#)

(Taught through Computing / use of IT throughout curric.)

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

- Y1** [Sharing pictures](#)
- Y2** [Playing games](#)
- Y5** [Play, like, 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.

(Taught through KS1&2 Science Curriculum – see below)

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.

- R** [Move your body](#)
- Y2** [My day](#)
- Y6** [Five Ways to Wellbeing project](#)

3. The risks associated with an inactive lifestyle (including obesity).

(Taught through KS1&2 Science Curriculum – see below)

4. How and when to seek support including which adults to speak to in school if they are worried about their health.

- R** [Keeping Myself Safe - What's safe to go into my body \(including medicines\)](#)
- Y4** [Who helps us stay healthy and safe?](#)

Healthy eating



Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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

- R** [Move your body](#)
 - Y2** [My day](#)
 - Y2** [My body needs...](#)
- (Taught through KS1&2 Science Curriculum – see below)

2. The principles of planning and preparing a range of healthy meals.

(Taught through KS1&2 Science Curriculum – see below)

3. The characteristics of a poor diet and risks

- R** [Keeping Myself Safe - What's safe to go into my body](#)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

[\(including medicines\)](#)

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

(Taught through KS1&2 Science Curriculum – see below)

Drugs, alcohol and tobacco

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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

R [Keeping Myself Safe - What's safe to go into my body \(including medicines\)](#)

Y2 [Harold's picnic](#)

Y5 [Drugs: true or false?](#)

Y6 [What's the risk? \(1\)](#)

(Taught through KS1&2 Science Curriculum – see below)

Health and prevention

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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

R [Keeping Myself Safe - What's safe to go into my body \(including medicines\)](#)

R [Move your body](#)

Y2 [My body needs...](#)

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

R [Move your body](#)

Y1 [Harold's wash and brush up](#)

(Taught through KS1&2 Science Curriculum – see below)
(plus EYFS Toothbrushing at Home Programme)

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

R [What's safe to go onto my body](#)

Y1 [Harold's wash and brush up](#)

Y3 [Poorly Harold](#)

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

(Taught through KS1&2 Science Curriculum – see below)

Basic first-aid

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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

Y2 [Basic first aid](#)

Y3 [Basic first aid](#)

Y6 [Basic first aid](#)

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Y2 Basic first aid Y3 Basic first aid Y6 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.	Y5 Growing up and changing bodies (Coram Life Ed.) Y6 Is this normal? / Growing & Changing (Y5) (Coram Life Ed.)
2. About menstrual wellbeing including the key facts about the menstrual cycle.	Y5 Growing up and changing bodies (Coram Life Ed.) Y6 Is this normal? / Growing & Changing (Y5) (Coram Life Ed.)

Health Education Statutory Requirements to be taught through KS1 & 2 National Curriculum for Science:

Year 1 - Spring 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (*including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth*)

Year 2 - Spring 2 / Summer 1

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (*the importance of exercise and nutrition for humans.*)

Year 3 - Spring 2

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (*They might research different food groups and how they keep us healthy, and design meals based on what they find out.*)

Year 4 - Autumn 2

- identify the different types of teeth in humans and their simple functions (*suggesting reasons for differences; finding out what damages teeth and how to look after them.*)

Year 5 - Spring 2 / Summer 1

- describe the changes as humans develop to old age (*They should learn about the changes experienced in puberty.*) –Coram Life Education Lesson

Year 6 – Autumn 2 / Spring 1

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (*Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.*)



