

Simonside Primary School

Relationships and Sex Education (RSE) Policy



1. INTRODUCTION

At Simonside Primary School, we believe Relationships and Sex Education (RSE) is integral to Personal, Social and Health Education (PSHE) and Science. We offer pupils a carefully planned programme on human development, relationships, sexuality, and family life within a safe, supportive environment. The programme is set within a moral framework and matched to pupils' maturity levels. We view the home-school partnership as vital in providing security for children to express their thoughts and feelings about relationships as they develop. We are committed to demonstrating how our RSE curriculum meets the requirements outlined in the 2026 DfE (Statutory Guidance July 2025). Our RSE policy and practice are designed to meet the expectations of the OFSTED inspection framework, ensuring high-quality teaching, safeguarding and inclusivity in line with national standards.

2. HOW THIS POLICY HAS BEEN DEVELOPED

This policy was written by school's leadership team and Chair of the Local Governing Body. It has been developed in consultation with parents/carers, school staff, governors and the pupils. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's local governing body.

3. AIMS

The aims of RSE at our school are to:

- provide a framework for sensitive discussions
- prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence, and empathy
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies
- understand the consequences of their actions and how to behave responsibly within relationships
- recognise unsafe situations, protect themselves and ask for help and support
- understand the role the media plays in forming attitudes.

These aims are underpinned by our Curriculum Drivers:

1. *Rights of the Child*. Children are taught their rights specific to the following Articles related to RSE:
 - Article 2: Protection against discrimination.
 - Article 12: The right to an opinion, to be listened to and taken seriously.
 - Article 13: The right to find things out and say what you think unless it breaks the rights of others.

- Article 16: The right to a private life.
 - Article 29: The right to education which tries to develop your personality and abilities as much as possible and encourages respect for other people's rights and values.
 - Article 34: The right to be protected from sexual abuse.
2. *Emotional Intelligence*. Children are taught the emotional awareness needed to support good mental health and well-being.
 3. *Knowledge and understanding of the world*. Pupils need knowledge to make informed decisions about their well-being, health, and relationships and to build their self-efficacy. Pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts.

4. 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 is also in line with 'Relationships Education, Relationships and Sex Education (RSE) – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers' July 2025 (Department for Education). In teaching RSE, we have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996 and 80A of the Education Act 2002. We also follow the non-statutory guidance set out in the Equality Act 2010.

5. DEFINITION

Relationships Education (statutory)

RSE is lifelong learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PHSE (Physical, Health and Social Education), aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and the skills to stay safe both on and off-line. It enables pupils to explore their own and others' attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity.

Sex Education (Non-statutory)

This is taught in Year 6 and covers the factual description of conception and birth.

6. CURRICULUM

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. Please see the core themes below and the statutory requirements that are taught which relate to them. The DfE does not expect every statement to be covered every

year. Teachers use SCARF (Safety, Caring, Achievement, Resilience, Friendship) as a scheme of work to resource and plan lessons. SCARF lessons are carefully planned as part of a spiral curriculum, covering all subjects in an age-appropriate way. A full break-down of planning can be found in **Appendix 2.**

- Families and people who care for me

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
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.

- Caring friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

- Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults
 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration
 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
 7. The conventions of courtesy and manners.
 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
- Online safety and awareness
 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure
 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online
 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
- Being safe
1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact
 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their specific circumstances. The RSE curriculum is designed to directly support our school improvement priorities by fostering resilience, promoting high standards of behaviour and enhancing pupils' personal and social development. This includes targeted support for our significant SEND and Disadvantaged cohorts to ensure equity of access and outcomes. The curriculum also addresses issues identified in the 2026 RSE guidance, such as online safety risks and healthy relationships in the digital age.

Links with EYFS curriculum

From their earliest days in our school, children learn how to make positive relationships with staff and other children. They are taught to be respectful and sensitive of others' feelings.

By the end of the Early Years Foundation Stage children will have learned to:

- show sensitivity to others' needs and feelings (Personal, Social and Emotional development)
- form positive relationships with adults and other children (Personal, social and emotional development)
- understand the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe (Physical development)
- know about similarities and differences in relation to living things (Understanding the World)
- look closely at similarities, differences, patterns and change (Understanding the World)
- understand that other children don't always enjoy the same things and are sensitive to this (Understanding the World).

Links with Science Curriculum

In EYFS children learn about how humans and animals grow, develop and change over time. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

All subjects in our curriculum at Simonside Primary School are underpinned by key concepts which are taught through a range of topics in every year group, thus providing breadth and depth. The key concept linked to RSE for Science is 'Understand animals and humans'. This concept involves becoming familiar with different types of animals, humans and the life processes they share.

In Key Stage 1 children learn to:

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

In Key Stage 2 children learn to:

- describe the changes as humans develop to old age, including puberty
- recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

- give a factual description of conception and birth (Year 6). We ensure that both boys and girls know how babies are conceived and born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach these with due regard for the emotional development of the children and notify parents/carers beforehand. Teaching staff will always be available beforehand to discuss any issues of concern or queries with parents/carers.

In Year 5 and Year 6 we place a particular emphasis on changes to humans as they develop and on the life process of reproduction as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers/health care professionals do their best to answer all questions with sensitivity and care.

We have developed the curriculum in consultation with parents, governors and staff, 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 appropriate manner and then contact the respective parents to agree a response.

8. PEDAGOGY

1. Children will be taught RSE from a variety of professionals e.g. health care professionals, computing consultants, charity staff (NSPCC) and school staff.
2. At times, it will be appropriate to teach RSE in single-sex groups, e.g. Year 5 and 6 sessions on puberty and sex education.
3. Best practice in curriculum planning is to take a spiral approach.
4. Respect for others should be taught in an age-appropriate way.
5. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young people are likely to encounter.
6. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives.
7. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes in the individual.
8. Relationships education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
9. Through RSE, pupils will be taught the knowledge they need to recognise and to report abuse, including emotional, physical, and sexual abuse.
10. We teach RSE through different aspects of the curriculum: PHSE, Science, R.E., P.E., Computing and Literacy.
11. The SCARF scheme is used as a resource in every year group and covers the statutory Relationships Education objectives. Appendix 1 shows how the teaching of RSE is integrated into the wider PHSE curriculum.

12. Since RSE 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.

9. ROLES AND RESPONSIBILITIES

9.1 The Local Governing Body (LGB)

The LGB will approve the RSE policy and staff will keep the governing body up to date with any issues arising from its implementation. Representatives of the governing body will be involved in any subsequent review process.

9.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory components of RSE (see section 9).

9.3 Staff

Teaching staff are responsible for:

- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- monitoring progress
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher or PSHE Lead. The Designated Safeguarding Lead (DSL) supports staff in responding to sensitive RSE issues, particularly safeguarding concerns arising from pupil disclosures during RSE lessons. Staff will refer any safeguarding concerns immediately to the DSL in line with school safeguarding procedures. The DSL also ensures that all RSE-related safeguarding protocols are updated to reflect the 2025 guidance.

9.4 Pupils

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

10. TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE. Training now includes specific modules on implementing the 2025 RSE guidance, addressing online safety, and supporting pupils with diverse gender identities.

11. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the PSHE lead through work scrutinies, learning walks and lesson observations. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. In addition to staff-led monitoring, pupil feedback and parental views will be regularly gathered to evaluate the effectiveness of RSE provision and inform ongoing curriculum development. This includes specific feedback on the implementation of the 2026 RSE guidance and its impact on pupil well-being and understanding.

12. INCLUSION

We are committed to ensuring that the full RSE curriculum is accessible to pupils of both genders and different faith and abilities, and that special arrangements will be made for children with specific individual needs wherever necessary. We also understand that parents have the right to withdraw their children from RSE lessons but not from anything within the statutory science curriculum. As a result of this we will inform parents when the sex education element of RSE lessons is to be taught. Anybody wishing to withdraw a child must contact the Headteacher and inform her of this request.

12.1 Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects; these aspects of personal and social development are as important to all pupils as their academic achievement.

12.2 Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupils concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

12.3 How the delivery of the content will be made accessible to all pupils

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their individual learning support plans.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 5% of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on behaviour and safeguarding for further information available on the school website.

13. WITHDRAWAL OF STUDENTS BY PARENTS

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff. Parents will be formally notified in advance of lessons covering non-statutory sex education topics. Withdrawal requests must be made in writing to the Headteacher, who will discuss the implications with parents and provide alternative learning arrangements. Parents are encouraged to engage with school resources to support home learning on these topics. The school will provide resources that reflect the 2026 RSE guidance, enabling parents to make informed decisions.

Before granting a request to withdraw a child/ren, the headteacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. Examples of unit plans for each phase form Appendix 3 in this policy. Further unit plans are available on request. Appendix 4 provides the key vocabulary for the scheme, ensuring parents are fully informed about the language and terminology pupils will encounter.

14. POLICY ACCESSIBILITY

This policy, alongside a summary document, will be available on the school website. These versions will be reviewed annually to ensure they align with the latest RSE guidance.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring, communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body image Sex education Self-esteem

Appendix 1 ~ Long Term Plan showing which units are taught in each year group

Appendix 2 ~ When and how each statutory requirement of Relationships education is taught

Relationships education: content to be covered by the end of primary 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 safe and happy because they can provide love, security and stability.	Y1 Who are our special people? Y3 Family and friends Y2 My special people Y4 Friend or acquaintance? Y6 Advertising friendships! Y4 My feelings are all over the place! Y6 What's the risk? (2)
2. The characteristics of safe and happy family life, such as 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.	Y1 Who are our special people? Y2 My special people Y4 Friend or acquaintance? Y6 Dan's day (OPTIONAL) Y6 Helpful or unhelpful? Managing change Y4 My feelings are all over the place! Y5 Help! I'm a teenager - get me out of here! Y1 Taking care of a baby
3. That the families of other children, 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.	Y1 Who are our special people? Y3 Family and friends Y1 Our special people balloons Y2 My special people Y3 Let's celebrate our differences Y4 What would I do? Y1 Same or different? Y4 The people we share our world with Y6 Making babies Y4 Together Y6 Don't force me Y3 Our friends and neighbours Y5 The land of the Red People

4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.

- Y1 [Who are our special people?](#)
- Y3 [Family and friends](#)
- Y1 [Our special people balloons](#)
- Y2 [My special people](#)
- Y6 [Advertising friendships!](#)
- Y1 [Same or different?](#)
- Y4 [My feelings are all over the place!](#)
- Y6 [Making babies](#)
- Y4 [Together](#)
- Y6 [Don't force me](#)
- Y5 [Help! I'm a teenager - get me out of here!](#)
- Y4 [Preparing for changes at puberty](#)

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

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

6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

- Y1 [Surprises and secrets](#)
- Y5 [Growing up and changing bodies](#)
- Y1 [Good or bad touches?](#)
- Y3 [Family and friends](#)
- Y1 [Who can help? \(1\)](#)
- Y6 [Helpful or unhelpful? Managing change](#)
- Y6 [Don't force me](#)

Caring friendships

Statutory requirement

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

SCARF lesson plans that support the teaching and learning of this

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

2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.

Y1	It's not fair!
Y4	An email from Harold!
Y1	Unkind, tease or bully?
Y2	A helping hand
Y2	When someone is feeling left out
Y3	How can we solve this problem?
Y4	Ok or not ok? (part 1)
Y5	How good a friend are you?
Y5	Qualities of friendship
Y5	It could happen to anyone (OPTIONAL)
Y5	Give and take
Y6	Dan's day (OPTIONAL)
Y6	Solve the friendship problem
Y6	Advertising friendships!
Y4	Keeping ourselves safe
Y2	Being a good friend
Y1	Good friends
Y4	Can you sort it?
Y5	Being assertive
Y6	What's the risk? (1)
Y6	Joe's story (part 1) (OPTIONAL)
Y2	An act of kindness
Y4	The people we share our world with
Y5	Relationship cake recipe
Y5	The land of the Red People
R	Who can help me?

3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.

4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

Y1	Harold has a bad day
Y1	It's not fair!
Y4	An email from Harold!
Y1	Unkind, tease or bully?
Y1	Who can help? (2)
Y3	Looking after our special people
Y4	Ok or not ok? (part 2)
Y4	Friend or acquaintance?
Y4	Ok or not ok? (part 1)
Y5	How good a friend are you?
Y5	Qualities of friendship
Y5	It could happen to anyone (OPTIONAL)
Y5	Give and take
Y1	How are you listening?
Y1	Pass on the praise!
Y6	Dan's day (OPTIONAL)
Y6	Solve the friendship problem
Y6	Advertising friendships!
Y6	OK to be different
Y2	Being a good friend
Y1	Good friends
Y3	Friends are special
Y4	Making choices
Y4	Can you sort it?
Y5	Being assertive
Y6	What's the risk? (1)
Y6	Joe's story (part 1) (OPTIONAL)
Y3	Relationship tree
Y4	Together
Y5	Relationship cake recipe

5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

Y1 [Harold has a bad day](#)
Y1 [Surprises and secrets](#)
Y1 [It's not fair!](#)
Y1 [Unkind, tease or bully?](#)
Y1 [Who can help? \(2\)](#)
Y2 [Solve the problem](#)
Y3 [How can we solve this problem?](#)
Y4 [Ok or not ok? \(part 2\)](#)
Y4 [Ok or not ok? \(part 1\)](#)
Y5 [How good a friend are you?](#)
Y5 [Qualities of friendship](#)
Y1 [Who can help? \(1\)](#)
Y1 [How are you listening?](#)
Y6 [Solve the friendship problem](#)
Y6 [Advertising friendships!](#)
Y4 [What would I do?](#)
Y3 [Friends are special](#)
Y4 [Can you sort it?](#)
Y4 [Together](#)
Y5 [Relationship cake recipe](#)

6. How to manage conflict, and that resorting to violence is never right.

Y2 [Solve the problem](#)
Y4 [Ok or not ok? \(part 2\)](#)
Y4 [Ok or not ok? \(part 1\)](#)
Y4 [Islands](#)
Y5 [Qualities of friendship](#)
Y5 [It could happen to anyone \(OPTIONAL\)](#)
Y1 [How are you listening?](#)
Y1 [Pass on the praise!](#)
Y6 [Solve the friendship problem](#)
Y6 [Advertising friendships!](#)
Y5 [Ella's diary dilemma \(OPTIONAL\)](#)
Y4 [Keeping ourselves safe](#)
Y4 [What would I do?](#)
Y3 [Friends are special](#)
Y4 [Can you sort it?](#)
Y5 [Being assertive](#)
Y6 [What's the risk? \(1\)](#)
Y6 [Joe's story \(part 1\) \(OPTIONAL\)](#)
Y4 [How dare you!](#)
Y2 [Getting on with others](#)
Y4 [My feelings are all over the place!](#)
Y6 [Assertiveness skills](#)
Y3 [Relationship tree](#)
Y4 [Together](#)
Y5 [Relationship cake recipe](#)

7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

- Y1 [Harold has a bad day](#)
- Y1 [Surprises and secrets](#)
- Y1 [It's not fair!](#)
- Y1 [Unkind, tease or bully?](#)
- Y1 [Who can help? \(2\)](#)
- Y2 [Solve the problem](#)
- Y3 [How can we solve this problem?](#)
- Y4 [Ok or not ok? \(part 2\)](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y5 [How good a friend are you?](#)
- Y5 [Qualities of friendship](#)
- Y1 [Who can help? \(1\)](#)
- Y1 [How are you listening?](#)
- Y6 [Solve the friendship problem](#)
- Y6 [Advertising friendships!](#)
- Y4 [What would I do?](#)
- Y3 [Friends are special](#)
- Y4 [Can you sort it?](#)
- Y4 [Together](#)
- Y5 [Relationship cake recipe](#)

Respectful, kind relationships

Statutory requirement

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.

SCARF lesson plans that support the teaching and learning of this

- Y3 [Respect and challenge](#)
- Y3 [How can we solve this problem?](#)
- Y3 [Let's celebrate our differences](#)
- Y4 [Ok or not ok? \(part 2\)](#)
- Y4 [Friend or acquaintance?](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y5 [Qualities of friendship](#)
- Y5 [Kind conversations](#)
- Y5 [Happy being me](#)
- Y1 [How are you listening?](#)
- Y1 [Pass on the praise!](#)
- Y6 [Is this normal?](#)
- Y6 [Respecting differences](#)
- Y6 [OK to be different](#)
- Y6 [Boys will be boys? - challenging gender stereotypes](#)
- Y4 [What would I do?](#)
- Y4 [What makes me ME!](#)
- Y4 [Making choices](#)
- Y4 [Can you sort it?](#)
- Y5 [Being assertive](#)
- Y6 [What's the risk? \(1\)](#)
- Y6 [Behave yourself](#)
- Y6 [Joe's story \(part 1\) \(OPTIONAL\)](#)
- Y1 [Same or different?](#)
- Y2 [What makes us who we are?](#)
- Y4 [The people we share our world with](#)
- Y6 [I look great!](#)
- Y6 [Media manipulation](#)
- Y4 [Under pressure](#)
- Y3 [Zeb](#)

Y3 [Zeb](#)
 Y4 [Together](#)
 Y6 [Don't force me](#)
 Y5 [Is it true?](#)
 Y6 [We have more in common than not](#)
 Y3 [Our friends and neighbours](#)
 Y5 [The land of the Red People](#)
 Y6 [Tolerance and respect for others](#)
 Y5 [Help! I'm a teenager - get me out of here!](#)
 Y3 [For or against?](#)
 Y3 [Thunks](#)
 Y5 [Stop, start, stereotypes](#)
 Y1 [Sharing opinions: cross-curricular skills](#)
 Y2 [Sharing opinions: cross-curricular skills](#)

2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

Y1 [Harold has a bad day](#)
 Y1 [It's not fair!](#)
 Y1 [Why we have classroom rules](#)
 Y2 [How do we make others feel?](#)
 Y2 [Our ideal classroom \(1\)](#)
 Y3 [Let's celebrate our differences](#)
 Y4 [Ok or not ok? \(part 1\)](#)
 Y4 [Human machines](#)
 Y5 [Qualities of friendship](#)
 Y5 [Kind conversations](#)
 Y5 [Happy being me](#)
 Y6 [Respecting differences](#)
 Y5 [Ella's diary dilemma \(OPTIONAL\)](#)
 Y6 [Boys will be boys? - challenging gender stereotypes](#)
 Y4 [What would I do?](#)
 Y4 [What makes me ME!](#)
 Y4 [Can you sort it?](#)
 Y6 [Behave yourself](#)
 Y1 [Same or different?](#)
 Y2 [An act of kindness](#)
 Y2 [What makes us who we are?](#)
 Y4 [The people we share our world with](#)
 Y6 [I look great!](#)
 Y4 [My feelings are all over the place!](#)
 Y6 [Assertiveness skills](#)
 Y3 [Zeb](#)
 Y5 [Is it true?](#)
 Y3 [Our friends and neighbours](#)
 Y5 [The land of the Red People](#)
 Y6 [Tolerance and respect for others](#)
 Y5 [Help! I'm a teenager - get me out of here!](#)
 Y3 [For or against?](#)
 Y3 [Thunks](#)

3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

- Y1 [Harold has a bad day](#)
- Y1 [It's not fair!](#)
- Y1 [Why we have classroom rules](#)
- Y2 [Our ideal classroom \(1\)](#)
- Y3 [Respect and challenge](#)
- Y4 [Ok or not ok?\(part 1\)](#)
- Y4 [How do we make a difference?](#)
- Y5 [Qualities of friendship](#)
- Y5 [Happy being me](#)
- Y1 [Harold's school rules](#)
- Y1 [Pass on the praise!](#)
- Y6 [Respecting differences](#)
- Y4 [In the news!](#)
- Y4 [What would I do?](#)
- Y3 [Friends are special](#)
- Y4 [Can you sort it?](#)
- Y2 [An act of kindness](#)
- Y2 [Getting on with others](#)
- Y3 [Zeb](#)
- Y5 [Relationship cake recipe](#)
- Y5 [Help! I'm a teenager - get me out of here!](#)
- Y3 [For or against?](#)
- Y3 [Thunks](#)

4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

- Y1 [Who can help? \(2\)](#)
- Y4 [Ok or not ok?\(part 2\)](#)
- Y5 [Qualities of friendship](#)
- Y5 [Kind conversations](#)
- Y5 [Happy being me](#)
- Y5 [Ella's diary dilemma \(OPTIONAL\)](#)
- Y4 [Keeping ourselves safe](#)
- Y4 [What makes me ME!](#)
- Y5 [Drugs: true or false? \(OPTIONAL\)](#)
- Y6 [What's the risk? \(1\)](#)
- Y6 [Behave yourself](#)
- Y6 [Joe's story \(part 1\) \(OPTIONAL\)](#)
- Y4 [How dare you!](#)
- Y6 [I look great!](#)
- Y6 [Media manipulation](#)
- Y6 [Assertiveness skills](#)
- Y5 [Relationship cake recipe](#)
- Y5 [The land of the Red People](#)
- Y5 [Help! I'm a teenager - get me out of here!](#)

5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

Y1 [Harold has a bad day](#)
Y1 [Unkind, tease or bully?](#)
Y1 [Taking care of something](#)
Y2 [Bullying or teasing? \(OPTIONAL\)](#)
Y2 [Don't do that!](#)
Y4 [Ok or not ok? \(part 2\)](#)
Y4 [Ok or not ok? \(part 1\)](#)
Y4 [How do we make a difference?](#)
Y5 [Qualities of friendship](#)
Y5 [Taking notice of our feelings](#)
Y5 [Kind conversations](#)
Y5 [Happy being me](#)
Y1 [Harold's school rules](#)
Y1 [Pass on the praise!](#)
Y6 [Respecting differences](#)
Y5 [Ella's diary dilemma \(OPTIONAL\)](#)
Y4 [What would I do?](#)
Y2 [Types of bullying](#)
Y4 [Can you sort it?](#)
Y6 [What's the risk? \(1\)](#)
Y6 [Behave yourself](#)
Y4 [The people we share our world with](#)
Y2 [Getting on with others](#)
Y5 [Decision dilemmas](#)
Y6 [Assertiveness skills](#)
Y3 [Zeb](#)
Y5 [Relationship cake recipe](#)
Y6 [Don't force me](#)
Y6 [What's the risk? \(2\)](#)
Y6 [Acting appropriately](#)
Y6 [We have more in common than not](#)
Y3 [Our friends and neighbours](#)
Y5 [The land of the Red People](#)
Y6 [Tolerance and respect for others](#)
Y4 [Safety in numbers](#)
R [Who can help me?](#)

6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

Y1 [Unkind, tease or bully?](#)
Y1 [Who can help? \(2\)](#)
Y1 [Why we have classroom rules](#)
Y2 [Bullying or teasing? \(OPTIONAL\)](#)
Y2 [Don't do that!](#)
Y3 [Let's celebrate our differences](#)
Y5 [Happy being me](#)
Y6 [OK to be different](#)
Y5 [Spot bullying](#)
Y4 [Keeping ourselves safe](#)
Y6 [Boys will be boys? - challenging gender stereotypes](#)
Y4 [What would I do?](#)
Y2 [Types of bullying](#)
Y6 [Behave yourself](#)
Y4 [How dare you!](#)
Y2 [Getting on with others](#)
Y6 [I look great!](#)
Y4 [Under pressure](#)
Y3 [Zeb](#)
Y6 [Acting appropriately](#)
Y5 [Is it true?](#)
Y6 [We have more in common than not](#)
Y4 [Safety in numbers](#)
Y5 [Stop, start, stereotypes](#)

7. The conventions of courtesy and manners.

Y1 [Why we have classroom rules](#)

8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

- Y1 [Surprises and secrets](#)
- Y4 [An email from Harold!](#)
- Y5 [Growing up and changing bodies](#)
- Y1 [Good or bad touches?](#)
- Y6 [It's a puzzle \(OPTIONAL\)](#)
- Y3 [My community](#)
- Y3 [Our helpful volunteers](#)
- Y1 [Who are our special people?](#)
- Y1 [Feelings and bodies](#)
- Y3 [Secret or surprise?](#)
- Y4 [Islands](#)
- Y4 [Secret or surprise?](#)
- Y6 [Rat Park](#)
- Y4 [Volunteering is cool \(OPTIONAL\)](#)
- Y5 [Mo makes a difference](#)
- Y6 [Think before you click!](#)
- Y6 [Advertising friendships!](#)
- Y6 [Community art \(OPTIONAL\)](#)
- Y6 [Action stations! \(OPTIONAL\)](#)
- Y5 [Ella's diary dilemma \(OPTIONAL\)](#)
- Y6 [Five Ways to Wellbeing project](#)
- Y6 [Helpful or unhelpful? Managing change](#)
- Y2 [Harold's picnic](#)
- Y6 [Joe's story \(part 1\) \(OPTIONAL\)](#)
- Y6 [Assertiveness skills](#)
- Y6 [Don't force me](#)
- Y6 [Fakebook friends](#)

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

- Y1 [Unkind, tease or bully?](#)
- Y1 [Who can help? \(2\)](#)
- Y2 [Bullying or teasing? \(OPTIONAL\)](#)
- Y2 [Don't do that!](#)
- Y3 [Let's celebrate our differences](#)
- Y5 [Happy being me](#)
- Y6 [OK to be different](#)
- Y5 [Spot bullying](#)
- Y4 [Keeping ourselves safe](#)
- Y6 [Boys will be boys? - challenging gender stereotypes](#)
- Y4 [What would I do?](#)
- Y2 [Types of bullying](#)
- Y6 [What's the risk? \(1\)](#)
- Y6 [Behave yourself](#)
- Y4 [How dare you!](#)
- Y2 [Getting on with others](#)
- Y6 [I look great!](#)
- Y4 [Under pressure](#)
- Y3 [Zeb](#)
- Y6 [Acting appropriately](#)
- Y5 [Is it true?](#)
- Y6 [We have more in common than not](#)
- Y4 [Safety in numbers](#)
- Y5 [Stop, start, stereotypes](#)

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

Y3 [Family and friends](#)
Y5 [Happy being me](#)
Y6 [Boys will be boys? - challenging gender stereotypes](#)
Y6 [Two sides to every story](#)
Y6 [Media manipulation](#)
Y3 [Zeb](#)
Y5 [Is it true?](#)
Y5 [Stop, start, stereotypes](#)
Y4 [That is such a stereotype!](#)

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Y1 [Harold has a bad day](#)
Y1 [Surprises and secrets](#)
Y1 [It's not fair!](#)
Y1 [Unkind, tease or bully?](#)
Y1 [Who can help? \(2\)](#)
Y2 [Solve the problem](#)
Y3 [How can we solve this problem?](#)
Y4 [Ok or not ok? \(part 2\)](#)
Y4 [Ok or not ok? \(part 1\)](#)
Y5 [How good a friend are you?](#)
Y5 [Qualities of friendship](#)
Y1 [Who can help? \(1\)](#)
Y1 [How are you listening?](#)
Y6 [Solve the friendship problem](#)
Y6 [Advertising friendships!](#)
Y4 [What would I do?](#)
Y3 [Friends are special](#)
Y4 [Can you sort it?](#)
Y4 [Together](#)
Y5 [Relationship cake recipe](#)

Online safety and awareness

Statutory requirement

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

SCARF lesson plans that support the teaching and learning of this

Y6 [It's a puzzle \(OPTIONAL\)](#)
Y3 [Let's celebrate our differences](#)
Y4 [Ok or not ok? \(part 2\)](#)
Y4 [How do we make a difference?](#)
Y6 [Think before you click!](#)
Y5 [Spot bullying](#)
Y5 [Communication \(OPTIONAL\)](#)
Y4 [Can you sort it?](#)
Y4 [How dare you!](#)
Y6 [I look great!](#)
Y3 [Zeb](#)
Y3 [None of your business!](#)
Y3 [Relationship tree](#)
Y5 [Is it true?](#)
Y6 [We have more in common than not](#)
Y2 [Playing games](#)

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

Y4 [Ok or not ok? \(part 2\)](#)
Y5 [Spot bullying](#)
Y5 [Would you risk it?](#)
Y6 [Media manipulation](#)
Y3 [I am fantastic!](#)
Y3 [None of your business!](#)
Y6 [Fakebook friends](#)
Y6 [What's the risk? \(2\)](#)
Y6 [To share or not to share?](#)
Y6 [Pressure online](#)
Y2 [Playing games](#)

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

Y6 [It's a puzzle \(OPTIONAL\)](#)
Y4 [How do we make a difference?](#)
Y6 [Think before you click!](#)
Y4 [Picture wise](#)
Y5 [Spot bullying](#)
Y4 [Traffic lights \(OPTIONAL\)](#)
Y5 [Communication \(OPTIONAL\)](#)
Y4 [Keeping ourselves safe](#)
Y5 [Would you risk it?](#)
Y3 [None of your business!](#)
Y6 [What's the risk? \(2\)](#)
Y5 [Is it true?](#)
Y6 [To share or not to share?](#)
Y3 [Super Searcher](#)
Y6 [Pressure online](#)
R [Keeping safe online](#)
Y1 [Sharing pictures](#)

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

Y5 [Growing up and changing bodies](#)
Y6 [It's a puzzle \(OPTIONAL\)](#)
Y3 [Let's celebrate our differences](#)
Y4 [How do we make a difference?](#)
Y6 [Think before you click!](#)
Y4 [Picture wise](#)
Y5 [Spot bullying](#)
Y4 [Traffic lights \(OPTIONAL\)](#)
Y5 [Communication \(OPTIONAL\)](#)
Y4 [Keeping ourselves safe](#)
Y5 [Would you risk it?](#)
Y6 [Media manipulation](#)
Y3 [Zeb](#)
Y3 [None of your business!](#)
Y6 [What's the risk? \(2\)](#)
Y5 [Is it true?](#)
Y4 [Preparing for changes at puberty](#)
Y6 [To share or not to share?](#)
Y3 [Super Searcher](#)
Y6 [Pressure online](#)
R [Keeping safe online](#)
Y1 [Sharing pictures](#)

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

Y6 [It's a puzzle \(OPTIONAL\)](#)
Y3 [Let's celebrate our differences](#)
Y6 [Think before you click!](#)
Y4 [In the news!](#)
Y4 [Picture wise](#)
Y5 [Spot bullying](#)
Y4 [Traffic lights \(OPTIONAL\)](#)
Y5 [Would you risk it?](#)
Y6 [Media manipulation](#)
Y4 [Under pressure](#)
Y3 [Zeb](#)
Y3 [None of your business!](#)
Y4 [Raisin challenge \(2\)](#)
Y5 [Is it true?](#)
Y4 [That is such a stereotype!](#)
Y6 [To share or not to share?](#)
Y3 [Super Searcher](#)
Y6 [Pressure online](#)
R [Keeping safe online](#)
Y1 [Sharing pictures](#)

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

- Y3 [As a rule](#)
- Y6 [It's a puzzle \(OPTIONAL\)](#)
- Y5 [Star qualities?](#)
- Y3 [Let's celebrate our differences](#)
- Y4 [How do we make a difference?](#)
- Y6 [Think before you click!](#)
- Y4 [In the news!](#)
- Y4 [Picture wise](#)
- Y5 [Spot bullying](#)
- Y4 [Traffic lights \(OPTIONAL\)](#)
- Y5 [Communication \(OPTIONAL\)](#)
- Y4 [Keeping ourselves safe](#)
- Y5 [Would you risk it?](#)
- Y6 [Media manipulation](#)
- Y4 [Under pressure](#)
- Y3 [Zeb](#)
- Y3 [None of your business!](#)
- Y6 [Fakebook friends](#)
- Y6 [What's the risk? \(2\)](#)
- Y5 [Is it true?](#)
- Y4 [That is such a stereotype!](#)
- Y6 [To share or not to share?](#)
- Y6 [Pressure online](#)
- R [Keeping safe online](#)
- Y1 [Sharing pictures](#)

Being Safe

Statutory requirement

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

SCARF lesson plans that support the teaching and learning of this

- Y1 [Surprises and secrets](#)
- Y1 [Good or bad touches?](#)
- Y6 [It's a puzzle \(OPTIONAL\)](#)
- Y2 [How safe would you feel?](#)
- Y2 [What should Harold say?](#)
- Y2 [Should I tell?](#)
- Y3 [Secret or surprise?](#)
- Y3 [Safe or unsafe?](#)
- Y4 [Islands](#)
- Y4 [Secret or surprise?](#)
- Y5 [Independence and responsibility](#)
- Y5 [Taking notice of our feelings](#)
- Y1 [Harold's school rules](#)
- Y6 [Think before you click!](#)
- Y6 [OK to be different](#)
- Y5 [Ella's diary dilemma \(OPTIONAL\)](#)
- Y3 [Dan's dare](#)
- Y4 [What would I do?](#)
- Y5 [Would you risk it?](#)
- Y6 [What's the risk? \(1\)](#)
- Y4 [How dare you!](#)
- Y3 [None of your business!](#)
- Y3 [Raisin challenge \(1\). \(OPTIONAL\)](#)
- Y4 [Raisin challenge \(2\)](#)
- Y6 [What's the risk? \(2\)](#)
- Y6 [Acting appropriately](#)
- Y2 [Fun or not?](#)
- Y5 [Is it true?](#)
- Y6 [To share or not to share?](#)
- Y6 [Pressure online](#)
- Y2 [Some secrets should never be kept](#)

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

Y1 [Surprises and secrets](#)
Y5 [Growing up and changing bodies](#)
Y1 [Good or bad touches?](#)
Y6 [It's a puzzle \(OPTIONAL\)](#)
Y2 [Should I tell?](#)
Y3 [Secret or surprise?](#)
Y4 [Secret or surprise?](#)
Y4 [How do we make a difference?](#)
Y5 [Dear Ash](#)
Y5 [Ella's diary dilemma \(OPTIONAL\)](#)
Y6 [What's the risk? \(2\)](#)
Y6 [Acting appropriately](#)
Y6 [To share or not to share?](#)
Y2 [My body, your body](#)
Y2 [Some secrets should never be kept](#)
Y2 [Respecting privacy](#)

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

Y5 [Growing up and changing bodies](#)
Y2 [How safe would you feel?](#)
Y2 [What should Harold say?](#)
Y2 [Should I tell?](#)
Y3 [Secret or surprise?](#)
Y3 [Body space](#)
Y4 [Islands](#)
Y4 [Secret or surprise?](#)
Y5 [Taking notice of our feelings](#)
Y1 [Keeping privates private](#)
Y6 [Making babies](#)
Y6 [Don't force me](#)
Y5 [Changing bodies and feelings](#)
Y6 [Acting appropriately](#)
Y2 [Fun or not?](#)
Y6 [To share or not to share?](#)
Y6 [Pressure online](#)
Y2 [Some secrets should never be kept](#)

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

Y1 [Surprises and secrets](#)
Y4 [Danger, risk or hazard?](#)
Y6 [It's a puzzle \(OPTIONAL\)](#)
Y2 [What should Harold say?](#)
Y2 [I don't like that!](#)
Y3 [Secret or surprise?](#)
Y3 [Safe or unsafe?](#)
Y3 [Danger or risk?](#)
Y4 [Secret or surprise?](#)
Y5 [Taking notice of our feelings](#)
Y5 [Dear Ash](#)
Y5 [Would you risk it?](#)
Y3 [None of your business!](#)
Y6 [Don't force me](#)
Y6 [What's the risk? \(2\)](#)
Y6 [Acting appropriately](#)
Y6 [Pressure online](#)
Y2 [Some secrets should never be kept](#)

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

Y1 [Thinking about feelings](#)
 Y1 [Surprises and secrets](#)
 Y1 [Our feelings](#)
 Y4 [Danger, risk or hazard?](#)
 Y1 [Good or bad touches?](#)
 Y2 [How safe would you feel?](#)
 Y2 [Should I tell?](#)
 Y3 [Secret or surprise?](#)
 Y3 [The Risk robot](#)
 Y3 [Safe or unsafe?](#)
 Y4 [Islands](#)
 Y4 [Secret or surprise?](#)
 Y5 [Taking notice of our feelings](#)
 Y5 [Dear Ash](#)
 Y1 [Who can help? \(1\)](#)
 Y6 [What's the risk? \(1\)](#)
 Y4 [When feelings change \(OPTIONAL\)](#)
 Y3 [None of your business!](#)
 Y6 [Don't force me](#)
 Y6 [Acting appropriately](#)
 Y2 [Fun or not?](#)
 Y6 [To share or not to share?](#)
 Y6 [Pressure online](#)
 R [Who can help me?](#)

6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

Y1 [Surprises and secrets](#)
 Y1 [Good or bad touches?](#)
 Y3 [Secret or surprise?](#)
 Y3 [Safe or unsafe?](#)
 Y3 [Body space](#)
 Y4 [Who helps us stay healthy and safe?](#)
 Y4 [Secret or surprise?](#)
 Y5 [Taking notice of our feelings](#)
 Y5 [Dear Ash](#)
 Y6 [Is this normal?](#)
 Y1 [Keeping privates private](#)
 Y4 [All change!](#)
 Y6 [Making babies](#)
 Y6 [Don't force me](#)
 Y6 [Acting appropriately](#)
 Y4 [Safety in numbers](#)
 Y6 [To share or not to share?](#)
 Y2 [Feeling safe](#)

7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Y1 [Surprises and secrets](#)
 Y1 [Good or bad touches?](#)
 Y3 [Safe or unsafe?](#)
 Y3 [Helping each other to stay safe](#)
 Y4 [Who helps us stay healthy and safe?](#)
 Y5 [Taking notice of our feelings](#)
 Y5 [Dear Ash](#)
 Y6 [Behave yourself](#)
 Y4 [How dare you!](#)
 Y6 [Making babies](#)
 Y3 [Raisin challenge \(1\) \(OPTIONAL\)](#)
 Y6 [Acting appropriately](#)
 Y2 [Feeling safe](#)

Appendix 3 ~ Examples of Unit Plans

EYFS

When I was a baby

Year: N

Subjects and Issues

Caring Emotional needs Growing up Growing and changing Hygiene Safety Change Family LGBT+ Keeping safe Relationships Life cycles

Each SCARF Nursery plan is designed to span two weeks. The rationale behind this is that not every nursery-aged child will attend nursery all day every day. Therefore this allows teachers to spend a longer period of time teaching concepts, vocabulary and consolidating ideas. You will find a variety of different activities and ideas that can be used at any point over a two week period.

It is advised to start the theme with one of the whole class/key group introduction activities to embed some of the core principles.

The SCARF Nursery plans may also be of use to any children in Reception who are not yet working at their age-related expectations and/or require their teaching in PSHE/PSED to be adapted to their needs.

It is important not to encourage disclosures in the classroom but ensure the school has procedures in place so that in the event of any disclosure a child will be listened to. Look at suggested [ground rules/ class agreement](#), share with children at the start of the lesson.

Characteristics of Effective Teaching and Learning (CoETL)

- Being willing to have go
- Playing with what they know

In the moment opportunities to extend children's learning

If children are playing with dolls or small world figures you could ask them how they think the baby will look, or what skills or abilities they think it will have, when it's older. This could lead to a conversation about how we grow and develop, skills through repeated practice, helping to foster a growth mindset.

Introduction - whole class

Begin with photos of some babies from a search engine. It might be possible and appropriate to use pictures of children in class when they were babies but please ensure that this is inclusive; for example, children from foster, adopted or looked-after backgrounds may not have any photographs of them when they were a baby. This could make them feel left out and isolated or upset for a number of reasons. Also, adopted children do not have to be recorded as such to a school, so may not be known to staff. Care is needed in managing any use of individual children's baby photographs.

Alternatively, staff could bring in photos of themselves as babies along with pictures of themselves now. The children could try to guess who's who by matching the photographs.

Discuss the differences and how they have changed.

You could also invite a guest/parent with a baby to talk about what they need and how they change and grow.

Look at images of children aged birth to 4. What do they notice about them?

- How are they different?
- Do they have hair, teeth?
- Are they sitting/crawling/walking?
- Are they making different noises, talking?
- Can they use their hands, eating different foods, feeding themselves?

Adult-guided activities (individual or small-groups)

Sharing baby photos

If appropriate (see note above about adopted/fostered/looked-after children and related sensitivities) encourage parent/carer involvement by doing some preparatory home learning by giving the children a 'story' or anecdote of what they

were like when *they* were children. Invite the children to talk about their baby photos and their stories, if using. Prompt and model questions and comments.

This is where the opportunity for a guest/parent to bring in their baby could work.

What does a baby need?

Have images or objects/items relating to caring for a baby (and maybe some that are not; there's an opportunity here to recap medicine discussion to reinforce who looks after it etc).

Ask the children to discuss why a baby needs each of the objects (or not). It's important to include an image of a mother breastfeeding to normalises this; it may be part of a child's experience.

Compare with what the children need now.

What do they think their adults/parents need? Are some needs still the same? Which needs are different now?

When I grow up

Ask the children to think about and drawing pictures of what they want to be when they grow up.

You could have a day when they come to school dressed up as that job/role.

Who does this belong to?

On a Tuff Spot provide a variety of items that might be related to or used by either a baby, toddler and child (or teenager if this is a word they know).

Examples of what could be included:

- Nappy - discussion of changing a nappy might include naming parts of the body, that are private (in line with your RSE policy), but that babies need help with cleaning, e.g. penis, testicles, vulva.
- Milk bottle - some children might not have this in their experience if they've only observed a mother breastfeeding. This would be a good thing to talk about to give a positive and normalised view of breastfeeding
- Sleepsuit and other newborn clothes

- Baby toy
- Photo of a pram
- Baby bath - discuss which parts are private, but that babies need help with cleaning, e.g. penis, testicles, vulva, nipples (in line with your RSE policy). They can't yet wash these parts by themselves.
- Beaker
- Toddler plate/bowl
- Toddler snacks – some may recognise these from siblings
- Toddler toys
- Photo of baby walker
- Potty
- Photo of a cot or Moses basket
- Different selection of reading books
- Baby shoes and adult/teenager shoes
- Photos of different bikes
- Puzzles

Enhancements for continuous provision

Role-play: Baby Clinic

Weighing scales, Dr/Nurse outfits, giving medicine/feeding, changing nappies.

Ask your local community hospital or family centre for any resources.

Invite a nursery nurse, health visitor or paediatric nurse to talk about how they care for babies.

Water area

Washing babies and their clothing. Why do the babies need to stay clean? Why do we need to keep clean? This discussion might include naming parts of the body that are private (in line with your RSE policy), but that babies need help with cleaning: penis, testicles, vulva, nipples.

Small world area

Family with babies, so children can role-play how they would care for the baby

Matching

Matching baby pictures with their friends photographs (if appropriate - see notes on adopted, fostered or looked-after children, above)

Matching animal babies to their adults.

Weighing and Measuring

Measuring toy dolls and weighing them (could weigh them down with weights and then with a sleepsuit on so they can feel how heavy a real baby would be). Then weigh and measure themselves in a similar way.

If you have a growth chart, encourage children to measure themselves - you may have done this in September/when they started and can now compare. Please ensure you manage children's sensitivity to the differences in heights - emphasise that everyone grows and changes in their own special way.

General Continuous Provision

Use this time to develop independence:

- Putting on shoes
- Dressing themselves
- Personal hygiene/toileting
- Zipping up/fastening coats
- Beginning to use buttons
- Cutting up their food at lunch.

This can be part of preparing for transition to school or Reception class.

Library/book corner

My New Baby by Rachel Fuller

Ten Little Fingers and Ten Little Toes by Mem Fox

There's a House Inside my Mummy by Giles Andrea

Babies Don't Eat Pizza by Diane Danzig. This book also teaches about diversity as it covers issues such as multicultural families, adoption, breastfeeding, and babies with special needs.

Share your ideas

We'd really like to hear - and with your permission, share - any other ideas for enhancements for continuous provision that have worked well for you.

Please email us at CLE@coram.org.uk with your ideas if something has worked well and you think other teachers would like to try them.

SCARF Time

During SCARF time, focus on the SCARF value of CARING:

- How do we care for babies?
- How do our grown-ups care for us?
- Are there ways we can care for ourselves now?
- How can we care for others to help them grow and learn new skills?

Me and my body - girls and boys

Year: R

Subjects and Issues

Being different Being yourself Body parts Self-esteem Growing and changing Safeguarding Privacy Confidence LGBT+ Sex (protected characteristic) About the Growing and Changing Unit

This unit provides the initial building blocks for learning about reproduction in plants and animals, including humans. Please review the material to decide whether it's appropriate for the needs of your children. If you don't have nursery age children in your school you can also draw on the SCARF nursery plans for Growing and Changing for extra/different foundational material.

NB: please read this important information before starting. During this lesson, children are introduced to the words penis and vulva. Research shows that children who are taught the correct words for their genitals are more able and more likely to report sexual abuse if it is happening or has happened to them.

It is important not to encourage disclosures in the classroom but ensure the school has procedures in place so that in the event of any disclosure a child will be listened to. See our teaching training film clip on creating a safe learning environment in the Relationships Education resources section, and our suggested ground rules/ class agreement- [ROCK agreement.](#)

Introduction - whole class

Start by singing the song and do the actions to *Head, Shoulders, Knees and Toes*, together.

Then ask:

- What parts of the body do we sing about?
- Are there any parts of the body that we missed? (Arms, hands, fingers, anything else? What parts of the body are between the shoulders and knees?chest, tummy...)

- What about our private parts? (May induce some giggling.) Explain that there are parts of the body that are private and that we wouldn't touch as part of the song, but they are very important too.
- Can anyone tell us the correct words for our private parts? (Penis/testicles, vagina/vulva, bum/anus) - see puberty glossary in the Relationships Education resources section to understand how these parts differ.)
- Why are girls' bodies and boys' bodies different? (Because one day, if we want to, they are needed to have children. We need tiny eggs from the woman's body and tiny seeds called sperm from the man's body to make a baby.)
- Acknowledge there is another part of the body that both girls and boys have in the chest area. Does anyone know what they're called? (Nipples - they help a baby to drink milk from its mother's breasts. Boys and girls have nipples but only females grow breasts when they're older. Some babies are breastfed, some babies are bottle fed.)

Explain to the children that these parts of our body are private and no one should touch them without our permission. Ask the children who they could tell if someone tried to look at or touch their private parts. Show them the NSPCC PANTS film *Pantosaurus* (find the link to this in the Resources needed area).

Adult-guided activities (individual or small groups)

Look at non-fiction books about gender and growing up. Different types of toys, boys and girls can play with anything, challenge any gender stereotyping that children mention. Similarly, different clothes: who might wear this and why? Again challenge any gender stereotypes and discuss.

Discuss why certain parts of our body are private/when do we do something that means we don't want others to see our private parts? (e.g. going to the toilet - keeping the door closed).

Gather together a collection of items and pictures to sort between children's activities/things and adult activities/things. Discuss with children as they sort through the items.

Using the picture of girls' and boys' bodies with the title 'Circle the parts that are the same on both boys and girls, get the children to complete the activity and colour the pictures, or draw themselves, label, etc. This can be found in [this](#) resource from Amaze Jr.

Discuss with the children which parts weren't circled and why. What do they know about these parts of the body? (That they're private and that they help people make babies when they are grown up.)

NB: the pictures on this resource are child-friendly, covering lots of issues in a sensitive way.

Art: Ask the children to draw around each other on large pieces of paper and label the body parts

Enhancements for continuous provision

Role-play: items that help children to focus on what they might do and be like when they're older, e.g. dressing up, going out, putting makeup on, driving cars, working.

During Continuous Provision, adults should reinforce the language used and discussions of private parts e.g. not touching/looking at others.

Talking points

Provide different toys and images of children (try to get pictures of them dressed in a variety of 'girls', 'boys' and gender neutral clothes. The children could match a toy with a child or just discuss. Use this opportunity to challenge gender stereotypes.

SCARF Time

Use SCARF time to explore the SCARF values of Safety and Caring with circles focusing on knowing who our trusted adults are and that our trusted adults might be different from other people's trusted adults, e.g. mum, dad, gran, two mums/dads/ foster carer/step-mum, teacher, etc. Use this time to help reinforce the message that families, no matter what they look like, are there to love and care for us and keep us safe.

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Key Stage 1

Keeping privates private

Year: Y1

Subjects and Issues

Body parts Growing and changing Hygiene Personal hygiene Safeguarding Trust Change Responsibility Relationships education Privacy National Curriculum science - relationships elements

Please note from September 2026 pupils should be taught the correct names of body parts, including the penis, vulva, vagina, testicles, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. The RHSE guidance does not specify when pupils should be taught this content; that is a decision for the school.

Look at [suggested ground rules/ class agreement](#), share with children at the start of the lesson.

Introduction

Start the lesson with some key questions to introduce the topic:

- What changes have happened to you since you were a baby?
- How do you look different from when you were a baby?
- What are the things you can do now that you couldn't do when you were younger?
- What are the things you are still learning to do?

Activity

Explain that one of the things that they may be able to do or are learning to do now is use the toilet on their own, without help from a grown-up.

Hand out the *Needing the toilet* Activity sheet*, explaining that it shows three different stages of growing - one as a baby, one as a toddler, and one as they are now, aged 5 or 6. Ask children what the differences between the three stages are when it comes to needing the toilet.

Ask the children to complete the *Needing the toilet* Activity sheet as follows:

- In the box on the left-hand side, draw or write what they did/do when they went to the toilet.
- In the boxes on the right-hand side draw or write who helps or helped them at that age.
- In the boxes in the middle draw a picture of themselves at that age.

*Please note: although this activity sheet is designed in the same way as the one in the lesson *Then and now*, its focus - and how children complete it - is different. In this version, children are asked for specific examples that relate to toileting.

Summing up

Ask children to show their drawings and explain what they've drawn or written.

Ask:

- Who helps you with the things that you are learning to do?
- What are the main differences between when you were a baby and now? [Draw out that they are able to use a toilet now, rather than nappies.]
- Who wiped them clean then and who does it now? [Hopefully they should answer that they now do it.]
- What are the words that we give to the parts of our body that we need to wipe/pat? Is it the same for boys and girls? [The children may give you a range of words, here. Listen to any nicknames used, then provide them with the scientific names- penis, vulva, anus, etc.]

Explain that the names for a boy's external genitals are penis and for a girl's it's vulva (see our [Puberty Glossary](#) for further information and guidance) and these are the names we would use if we had to talk to a Doctor or someone else we trust about our private parts, if we needed to, e.g. if they were sore. Point out that:

- Girls have a vulva on the outside of their body (in their pants area), and a vagina inside their body. [Depending on your RSE policy you might like to explain that the vagina allows a baby to leave a pregnant woman's body after approximately nine months.]
- Boys have a penis in their pants area, and testicles too. Testicles are held outside the body in a sack of skin called a scrotum.
- Boys and girls have an anus, where poo comes from.

- Boys and girls have nipples. Nipples help a baby to drink milk from its mother's breasts. Boys and girls have nipples but only females grow breasts when they're older. Some babies are breastfed, some babies are bottle fed.

NB: People we can trust is explored further in the ***Good or bad touches?*** lesson (Y1/P2).

Ask the children why they think we use the words 'private parts'? Explain that what's in their pants belongs only to them, which is why we cover them up. This is also why when we use the toilet we should shut the door so no one can see our private parts. This gives people privacy so they can pat their penis or wipe their vulva dry after they have done a wee in private without anyone seeing them.

Can the children think of other places which are private? Examples could include their bedroom and bathroom.

Extension (optional)

If time allows, use the opportunity here to remind children about hygiene: After going to the toilet, what else should we do? [Wash our hands carefully, so that germs don't get into our body and make us poorly.]

Adapting lessons for learners with additional needs

Our additional [Signposting and Support page](#) provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

My body, your body

Year: Y2

Subjects and Issues

Body parts Body Image Safeguarding Safety Science Consent Relationships education Privacy Reproduction Keeping safe Relationships Life cycles Unwanted touch Inappropriate touch National Curriculum science - relationships elements Sex (protected characteristic)

Please note from September 2026 pupils should be taught the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. The RHSE guidance does not specify when pupils should be taught this content; that is a decision for the school.

Teacher guidance: ideally to be taught at some point after the lesson 'What does my body do?'

Introduction

Look at [suggested ground rules/ class agreement](#), share with children at the start of the lesson.

Ask the children what they remember from the lesson "What does my body do?" if this has been covered already. (May name different body parts and be able to tell you what some of them do).

Explain that today we are going to look again at some parts of our body that are on the outside.

Activity 1 - Name the body parts

Ask for two volunteers who are happy to be drawn around. Ask them to lie down on the paper. Draw around their bodies, therefore creating two outlines.

Explain that one body will be for a boy and the other for a girl. Can they name them giving them invented names that are different from those in the class?

Next, stick these up at the front of the class where everyone can see them.

Now ask: ***which parts of the body might we see when someone is wearing their school uniform?*** (take into account cultural considerations if someone is wearing a Hijab or similar head covering).

Make sure you cover: **fingers, head, ears, arms.** Label these on the body outlines by asking a child one at a time to come to the front of the class and point-out where they are.

Next ask: ***what parts of the body might we see if someone was wearing a swimming costume/shorts?*** (again taking into account some people choose to wear a full body swimsuit).

May sure to cover: knees, tummy, belly button (navel), nipples (for boys), and feet. Label these on the body outlines, as before.

Now ask: ***what parts of the body might we see if the person was having a bath or shower?***

The children may give you a range of words here. Listen to any nicknames used, then provide them with the scientific names- penis, vulva, anus, etc.

Suggestions should include **bottom/anus, penis, vulva, nipples (for girls - previously covered up by swimming costume)**. Explain that, apart from bottom, these can be sometimes known as our privates or our genitals. Ask the class to point out where these are on the bodies and on which one. (See [Growing and Changing \(including changes at puberty\) Glossary](#) for information and guidance.)

Next, ask the class: ***which parts of the body do boys and girls have that are the same?***

Now ask: ***which parts do they have that are different?***

Clarify understanding of the following parts:

- Girls have a vulva on the outside of their body (in their pants area), and a vagina inside their body. Explain that the vagina allows the baby to leave a pregnant women's womb after about 9 months.
- Boys have a penis in their pants area, and testicles too. Testicles are held outside the body in a sack of skin called a scrotum.

- Boys and girls have an anus, where poo comes from.
- Boys and girls have nipples. Nipples help a baby to drink milk from its mother's breasts. Boys and girls have nipples but only females grow breasts when they're older. Some babies are breastfed, some babies are bottle fed.

Explain that these parts of our body are private and no one has a right to touch them or look at them, that they belong to you. (This can be linked to the 'I don't like that' lesson plan).

Teacher guidance: you may find it useful to have some responses ready if the children ask some tricky questions during this lesson, or you may choose to raise these questions as part of the lesson. For example:

Why do boys have a penis and girls have a vulva? They are to help release urine (wee) from the body and, if a person wants to, create a baby when older.

What do boys (and men) have a scrotum for? A scrotum is a bag of skin that holds the testicles in place. When boys are older, the testicles can make and store the sperm (seed) that helps make a baby, if they choose to do this when they are grown up.

Where do girls (and women) store their seeds/eggs? They have something similar called ovaries which store the eggs, but they are kept inside her body between the hips above the womb. The womb is where the baby grows.

Why do boys have nipples? For the first six weeks of pregnancy an embryo (the beginnings of a baby) develops the same parts of the body and this includes nipples. Then the bodies start to change depending on whether the embryo will be male or female and this is why the genitals are different for boys and girls. Girls have nipples so that when they are grown up, if they choose to have a baby then they can breastfeed their baby.

Activity 2 - My body, your body

Now, with the children working individually or in pairs, distribute the *My body, your body*, Activity sheet.

This can be completed in one of the following ways:

1. Ask the children to draw a line from each of the body part names listed to the correct part of each of the two bodies (the girl and the boy) on the sheet.

This will mean that most of the names will have two lines coming from them, each pointing to the boy or the girl. The exceptions to this are the penis, testicles and vulva.

2. Children draw the lines matching body names and parts (as in 1 above) and then write the correct name next to the body part, using the words in the centre of the page as a guide.
3. If they want to and time allows, children can add eyes, nose, mouth and hair.

Ask the class if they noticed anything that was different about the two bodies. Reinforce that the only differences between boys' and girls' bodies are their genitals/private parts.

Summing up

Explain that our bodies are **unique** and special. This means being the only one of its kind; unlike anything or anyone else.

Every person is unique. Even twins, who may look very similar, have some slight differences. They also think, feel and behave differently. How we think, feel and behave is what we call our **personality**. We each have a unique personality.

Explain that in this case, unique means that although we mostly have the same body parts, how each of us looks is unique (even if only slightly) and no-one's body will look exactly the same as ours, now or in the future.

You may wish to finish off the lesson by having a circle activity where each person takes a turn to say something that makes them different from the person next to them, and something that is very similar to the person next to them.

The theme of being unique can be extended over the coming days, with different circle rounds to highlight different ways in which we are the same or different from others.

Extension (optional)

Children could think about some of the places that give them privacy, where they might be undressed but where no one can see their private parts, except maybe their family members or people who help them at home. Examples could include: toilet, bathroom, bedroom, swimming pool changing cubicle etc.

Adapting lessons for learners with additional needs

Our additional [Signposting and Support page](#) provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Body space

Year: Y3

Subjects and Issues

Assertiveness Feelings Respect Safeguarding Standing up for yourself Consent Relationships education Keeping

safe Communication Relationships Unwanted touch Emotions

Please note from September 2026 pupils should be taught the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. The RHSE guidance does not specify when pupils should be taught this content; that is a decision for the school.

Introduction

Share suggested ground rules/ class agreement. Take a look at our suggested [ROCK agreement](#).

Class discussion:

Put up your hand if you like being hugged?

Who do you like to hug you? It is often a sign of family love or friendship.

What other sort of physical contact (touches) do you like? [e.g. kiss, being picked up, holding hands, squeezing.]

Do you like people standing very close to you? The area around our body is called our body space or personal space. Demonstrate physically what that is.

Why do we need to respect other people's body space? In other words, not 'invade' it too much?

We can invite people into our body space. When might we do that? [e.g. playing a game of tig with friends, hugging a relative or friend etc.]

Sometimes people come into our body space without meaning to, like when we are on a crowded bus. Can you think of any other times when this happens?

Can you think of any other times when people invade our body space and we don't want them to? [e.g.in an argument]

How can we tell/ ask people that we want them to move? [e.g. You are too close to me, please move. Can you give me a bit of space? You are making me feel uncomfortable.]

What should we do if someone asks us to move away from them? [respect that and move without making a fuss.]

Activity - practising being assertive

In pairs, children practise asking each other to move away when the other is in their body space.

NB: they must not get angry or touch the other person when doing this.

What did they find worked best?

Class discussion:

What sort of physical contact/touch is not acceptable?

If someone feels uncomfortable when they are being touched, it is the brain's way of warning them that something is not right.

Show the NSPCC Underwear rule (below).

PANTS

P Privates are private

A Always remember your body belongs to you

N No means no

T Talk about secrets that upset you

S Speak up, someone can help

What parts of our body are private? [penis, testicles, scrotum, vulva - external, vagina – internal, nipples]

Emphasise that nobody should ask to see or touch these parts of the body [unless we give permission, e.g. to see a doctor]

These parts are private, but remember, your whole body belongs to you.

What can someone do if they are being touched in a way that makes them uncomfortable or is unacceptable? [e.g. say out loudly *“Stop!” “Please don’t!” “Go away!” “That makes me feel uncomfortable.” “That feels wrong.” “I’ll tell.”*]

Always tell someone they trust and get help.

It is never their fault if someone touches them in this way.

Activity - Underwear rule poster

Children make a poster to show the PANTS acronym. They can do this individually or in pairs. These could be done using the *PANTS poster - Activity sheet* provided. The finished designs could be cut out, then strung across the classroom, like washing on a line.

Leave NSPCC Underwear rule displayed as a reminder, to help children as they complete this task.

Summing up

Standing in a circle, the class take turns to say words or short sentences that make it clear they feel uncomfortable and want it to stop. It is ok if some are repeated often as this will reinforce what can be said. It is ok for them to 'pass' if they prefer not to contribute.

Adapting lessons for learners with additional needs

Our additional [Signposting and Support page](#) provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Help! I'm a teenager - get me out of here!

Year: Y5

Subjects and Issues

Assertiveness Conflict resolution Feelings Growing and changing Puberty Resilience Respect Safety Support networks Change Peer influence Relationships education Keeping safe Communication Relationships Emotions

Introduction

Remind the class that during puberty hormones are released that cause the physical changes in a child's body as it turns into an adult's body.

Ask: does the body only change physically? [No - there are also emotional changes; emphasise this point.]

Explain the following:

- Feelings can change very quickly and lead to mood swings.
- It is also a time when a child is becoming more independent and learning how to be an adult.
- Emotional changes can be just as big a part of puberty as physical changes.
- Both boys and girls experience these emotional changes and being able to share these feelings is an important part of learning about ourselves and looking after our mental health.

All feelings are felt by everyone, both boys and girls, which means boys can be tearful and girls can get angry. It is important to not suppress these emotions, as that can lead to poor mental health, but to learn how to express them in a way that's not hurtful or harmful.

Activity

Remember, we are all different. We have different bodies, but different needs, preferences, feelings and ideas too. Sometimes we might not feel the same way as

someone else or understand them. Sometimes we might not understand our own feelings either!

If we don't understand our feelings, or those of others, we might disagree, become frustrated/ angry and snap at someone, we might hurt their feelings. And they might hurt ours!

There can be a lot of conflict during puberty but this doesn't have to be a bad thing. It can be managed well. We can put our needs as equal to the needs of others; we can try to handle it with respect and kindness.

Who do most young people have conflict with at this time? [family – friends etc.]

As a class, make a list of the different types of conflict that might arise [e.g. have to be home by a certain time; want to wear expensive new trainers for sport (or similar); limits set to time allowed on phones or other devices.]

Working in pairs, for all the situations on the list, children decide who the conflict is with.

Choose **one** of these conflicts as a class then answer these questions:

- Who is the conflict with?
- What is the problem?
- What are both parties feeling?
- Can they come to a compromise, remaining respectful and where each person gets something out of it/feels ok about it?

Using the Activity sheet *Help! I'm a teenager - get me out of here!* each child chooses a scenario and writes a paragraph detailing possible options for dealing successfully with it.

Remind the children that they need to find a compromise that uses respectful, courteous language. Compromise needs to balance the needs and feelings of both people as equally as possible. If ever our needs are neglected, this could be harmful to our feelings, and if it happens regularly, our self-esteem. If ever we need help with negotiations, we can get help from a trusted adult.

When completed, children volunteer to share these, as many as time allows.

Summing up

Make a **Top 10 Tips** list of how to cope with changing emotions e.g. count to 10, talk it over with someone you trust, listen to some music, do some physical exercise, work on compromising etc. Display these top tips in the classroom.

Remember – we're all different, and our experiences of growing up will be different too, but we all need to be treated with kindness and respect. Kindness and respect can make sure we all feel happy, comfortable and safe. If we need to, we can get help from a trusted adult about any of the things we've discussed today.

Extension (optional)

Make a big copy of the four *Help! I'm a teenager* scenarios and display the children's paragraphs around them as possible solutions to the challenges.

Additional teacher guidance

Our [Puberty Glossary](#) provides appropriate wording when defining puberty and RSE-related words. It may be of particular support when answering children's questions on this subject.

Adapting lessons for learners with additional needs

Our additional [Signposting and Support page](#) provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

- Wording strengthened to reference boys becoming emotional during puberty as well as girls, to support positive masculinity

Taking notice of our feelings

Year: Y5

Subjects and Issues

Bullying Emotional needs Feelings Respect Safeguarding Support networks Trust Consent Relationships education Keeping safe Unwanted touch Inappropriate touch
NB: the initial activity requires a large space (e.g. hall or classroom with furniture moved to side) and either PE mats or similar so that children can lie comfortably.

Introduction

Have music playing as the children come in. In a quiet voice, ask them to find a space to lie down and make themselves comfortable. Focus on staying calm and relaxed and try to ignore as much fussing as you can. Ask the children to close their eyes and to feel their body sinking into the floor. Ask them to tense every muscle, face, hands, feet, legs, arms then release repeat 3 times and ask them to feel the ground supporting them as they sink into it. Ask them to think about their breathing, not trying to change it, just feeling it. Ask them to think of a time when they felt happy and relaxed and to imagine themselves in that place, to think about what sounds they can hear, what they can feel and just enjoy that lovely feeling of being happy and relaxed and peaceful.

Allow 3 minutes or so of this relaxation time then ask pupils to start to be more aware of the sounds around them then to gently wiggle their fingers and toes, to open their eyes and then carefully sit up.

Ask them to share how they felt. Ask them to describe the physical changes that they noticed (soft limbs, slower breathing etc.)

Explain that our body can give us lots of clues about how our mind is feeling (butterflies, sweaty palms, heart racing) It's really helpful if we can notice these signals so that we can do something to help our mind and body cope better.

Activity 1 - Who we trust

On the whiteboard, draw a target, made of 4 concentric circles. In the middle circle write 'me'. Add the following 3 categories one at a time and before moving on to the next one ask the children to give examples of people for each

- The next circle out from the centre write 'close friends and family'. Take answers for this category.
- The next circle is 'people we know the names of' this might be friends who are not close friends, people in other classes, neighbours... again, take and accept any answer even 'Justin Bieber'!
- The final circle is 'People we recognise but we don't know their names.' This might be shopkeepers, bus drivers, neighbours.' Take their examples of these.

Next, ask them to think about 'trust'.

Check their understanding of the word then ask the pupils 'who are the people you trust?' These are likely to be the people in the first circle.

'So there are things we might say to people we trust that we wouldn't say to others even though we might like them.'

What should we do if someone makes us feel unsafe? (Tell someone you trust.)

What if someone was made to feel unsafe by someone they trusted? (Tell someone else they trust, another family member or someone at school.)

Whose responsibility/fault is it if we feel unhappy or uncomfortable about someone else's behaviour towards us? (No-one has the right to make us feel unhappy or uncomfortable.)

How can we stop unwanted touch or attention? (Tell the person to stop or tell someone we trust.)

What can we do if no one will listen? (Find someone else – remember it is not ok for someone to hurt you or make you feel uncomfortable)

Activity 2 - Excuse me!

Ask for a volunteer. Explain that in the game, they'll have to stand in front of a person, look them in the eye and say, 'excuse me!' then wait for the response. If the first person they speak to turns away then they should move on to another person and do the same thing.

After explaining this, ask them to leave the room for a few minutes so they can't hear what's going on. Here's what you need to tell the class now:

*Ask class for a number between 4 and 8 - e.g. 6. Tell the pupils that the volunteer will return to the classroom, stand in front of someone and say, 'excuse me'. The number that was chosen is the number of children who will **ignore** them (in this example, 6) by turning away from the volunteer.*

You, the teacher, will count out loud. As the number chosen in this example is 6, the first 5 people will ignore the person saying 'excuse me' by turning away (with you counting out loud). The 6th person doesn't ignore the volunteer, they politely say, 'Yes?' Everyone should cheer at this point. Continue round the whole class until everyone has been asked, (each 6th person turning and politely saying, 'Yes?')

Bring the volunteer back into the class and play the game.

After each celebration, ask the volunteers how they felt when they were ignored. Praise them for their resilience and explain that we might not always be listened to the first time but that we should keep going until someone listens, which they will.

Repeat with a new volunteer and a new number. The game may take a few attempts to get it going fluidly. Mistakes and laughter are all part of the demonstration of resilience.

This game can be played at other times during the week (e.g. last few minutes of a lesson) to give more children a chance at practising getting someone's attention and to reinforce the key message.

Summing up

It is worth reinforcing the [Underwear Rule](#) even if covered previously

The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS:

Privates are private

Always remember your body belongs to you

No means no

Talk about secrets that upset you

Speak up, someone can help

Adapting lessons for learners with additional needs

Our additional [Signposting and Support page](#) provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Pressure online

Year: Y6

Subjects and Issues

Bullying Peer pressure Respect Risk taking Safeguarding Social norms Trust Internet safety Peer influence Consent Privacy Decision making Sexting Online safety and behaviours

NB: The film Lucy and the Boy (Activity 2) was designed for parents and children to watch together and discuss. Please review its content before delivering the lesson to assess its suitability for your class.

Introduction

Sitting in a circle for this discussion can help children to feel involved and more likely to join in.

First set up a safe environment, explaining that you are going to be discussing some things that about risky situations. During the discussions children may want to share stories, but that it's very important that **NO NAMES ARE MENTIONED**. Ask children instead to say '**A PERSON**' or '**A FRIEND**', or '**I KNOW SOMEONE...**'.

You can refer to the [Creating a safe learning environment guidance](#) for more details of setting ground rules/class agreement etc.

Begin by explaining that there may be times when we are put under pressure to behave in a certain way and do something that is risky, unhealthy, or makes us feel uncomfortable.

Make a verbal list of all the pressures we can think of [e.g. media, social media, friends, classmates, **family**.] NB: remind children not to name names, if they are talking about personal experience, but to say 'I know someone' instead.

Go over the school policy about Bullying and what a person could do if these things were happening to them? Depersonalise the language here using 'person' or 'someone' rather than 'you'.

Ask who is there to help in these situations [teachers or other adults at school, parents/carers or other family members, trusted adults e.g. at a club, in the community.]

Activity 1 - Sharing photos

Show some photographs (physical versions - not on the IWB). Explain that you are going to share them. If using additional photos, real or taken from magazines, they can be passed around the class, collected up and put them away.

Ask:

- What was in the photographs?
- Can anyone share them? [No]
- Why not? [don't have copies of them]

Ask for a show of hands from anyone who has ever shared - or knows people who have shared - a photograph online, either by email, on a smartphone, for example on Instagram, Snapchat etc. (If children mention social media platforms, remind them of the age restrictions for these apps is 13 years of age. Ask why they think there are laws about when children can use these apps and if necessary, explain that this is to help children manage their online behaviour and to keep them safe.)

Ask:

- If we share photographs in this way, what might the consequences be? [they could be shared by others, including with people we don't know - strangers. Also, AI could be used to change the photos and they could be used in an unkind way to hurt or embarrass someone.]
- Has anyone ever felt under pressure to share a photo online?
- Without mentioning anyone's name, where might this pressure to share when we don't want to come from? [NB - this could be friends, or children might just feel pressure to conform coming from within themselves. This is a key behaviour of social norms theory**]
- Is it ok for someone to share a photograph of another person without asking their permission (consent)? [Explore the reasons why this might not be acceptable.]

Explain that sometimes because 'everyone is doing it' we feel we have to join in too. Can you think of any times you joined in with something you didn't really want to? What made you do it? [Remind children that they only need to share what they are comfortable with, and not to mention any names of people involved.]

Activity 2 - Lucy and the Boy

Introduce the NSPCC film [Lucy and the Boy](#)* (NB: this film is hosted on YouTube. Please ensure that film plays or adjust your computer settings to enable it in advance of the lesson and also cue up the film before the lesson, to avoid possible adverts at the start).

NB: The film Lucy and the Boy was designed for parents and children to watch together and discuss. Please view it before the lesson to assess its suitability for your class.

After watching the film, ask:

- Were there any parts up until the end of Lucy's school day where you felt a bit uneasy or uncomfortable about who she might meet?
- Were there any clues that the boy was not who he said he was?
- What could be the consequences of sharing a photograph online? Ask children to discuss in groups, then feed back their ideas. [e.g. AI (Artificial Intelligence) could be used to make it something else, make a person look silly, add music, pass it on to lots of unknown people, etc.]

Summing up

If someone is putting pressure on you to do something you don't want to do, whether it's face-to-face or online, what can you do? Who can you get help from? What can you do to make yourself feel safer?

If appropriate and as time allows, you may want to review the NSPCC underwear rule to conclude the lesson:

P - Privates are private

A - Always remember your body belongs to you

N - No means no

T - Talk about secrets that upset you

S - Speak up, someone can help

For more information visit [NSPCC website](#).

* With kind permission from NSPCC

** For more information about the theory of Social Norms and how it influences behaviour watch this [short film by Professor Wesley Perkins](#).

Adapting lessons for learners with additional needs

Our additional [Signposting and Support page](#) provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Appendix 4

Lesson Plan	Key Vocabulary
Marvellous me!	penis, like, feel, choose, head, arms, legs, eyes, ears, nose, mouth, teeth, hands, fingers, feet, toes, knees, elbows, pants, vest, private, vulva
I'm special	feel, special, look, friends
People who are special to me	hug, special, big, small, colour, near, far, sad, love, adopt, special days, quiet, loud, help, similar, friend, family, safe, worried, trust, lonely

Key Vocabulary

List of key vocabulary used in each SCARF lesson plan. Lesson plans are grouped below in the same way as the suggested [half-termly units](#).

N: Me and My Relationships

N: Valuing Difference

Lesson Plan	Key Vocabulary
Me and my friends	friendship, different, similar, friend
Friends and family	different, special, similar, family
Including everyone	kind, sharing, helping, feelings

N: Keeping Safe

Lesson Plan	Key Vocabulary
People who help me and keep me safe	safe, who can help?, grown up, tell, tummy feelings, unsafe
Safety Indoors and Outdoors	safe, safety signs, weather, clothing, playground, car-park, pavement, paint, scissors, glue
What's safe to go into my body	safe, careful, labels, medicines, cleaning products, water, food, fresh air, sleep

N: Rights and Respect

Lesson Plan	Key Vocabulary
<u>Looking after myself</u>	healthy snacks, sugar, germs, wash hands, fruit, vegetables, clean teeth
<u>Looking after others</u>	different, friends, similar, family, helping, feelings
<u>Looking after my environment</u>	classroom, care, tidy, clean, look after

N: Being my Best

Lesson Plan	Key Vocabulary
<u>What does my body need?</u>	water, food, sleep, exercise, energy, tooth decay
<u>I can keep trying</u>	challenge, encourage, keep trying, get better at
<u>I can do it!</u>	challenge, encourage, keep trying, practice

N: Growing and Changing

Lesson Plan	Key Vocabulary
<u>Growing and changing in nature</u>	different, weather, change, grow, temperature, hear, smell, see, remember, warmer, seasons
<u>When I was a baby</u>	testicles, penis, adoption, breastfeeding, vulva, change, grow, bigger, taller, special needs, nipples
<u>Girls, boys and families</u>	testicles, penis, vulva, private parts, make a baby, , dolls and cars are for everyone, nipples

N: Additional plans

R: Me and My Relationships

Lesson Plan	Key Vocabulary
<u>All about me</u>	same, different, special, practice, effort
<u>What makes me special</u>	same, different, special, favourite
<u>Me and my special people</u>	same, different, help, family, special people
<u>Who can help me?</u>	friends, help, family
<u>My feelings</u>	sad, feelings, emojis, happy

Lesson Plan	Key Vocabulary
<u>My feelings (2)</u>	sad, kind, feelings, happy, helpful, worried, confused, frustrated

R: Valuing Difference

Lesson Plan	Key Vocabulary
<u>I'm special, you're special</u>	special, favourite, dislikes, likes
<u>Same and different</u>	same, different, kind, unkind, compliment, affirmation
<u>Same and different families</u>	same, different, family
<u>Same and different homes</u>	same, different, home
<u>I am caring</u>	kind, kindness, trust, apologise, lonely
<u>I am a friend</u>	friendship, kindness, new friend, trust, caring, apologise, lonely

R: Keeping Safe

Lesson Plan	Key Vocabulary
<u>What's safe to go onto my body</u>	keep clean, keep safe
<u>Keeping Myself Safe - What's safe to go into my body (including medicines)</u>	cuddle, doctor, grown up, water, food, fresh air, sleep, medicine, chemist
<u>Safe indoors and outdoors</u>	safe, unsafe, detective
<u>Listening to my feelings</u>	safe, tummy feelings, unsafe,
<u>Keeping safe online</u>	safe, tell, worried, adult, trust, screen usage
<u>People who help to keep me safe</u>	safe, tell, worried, adult, trust, address

R: Rights and Respect

Lesson Plan	Key Vocabulary
<u>Looking after my special people</u>	family, look after, help each other, be alone

Lesson Plan	Key Vocabulary
<u>Looking after my friends</u>	friends, help, safe, look after, trust, be alone, uncomfortable, lonely, stranger
<u>Being helpful at home and caring for our classroom</u>	responsibility, helpful, working together, caring
<u>Caring for our world</u>	environment, litter, electricity, pollution, recycling
<u>Looking after money (1): recognising, spending, using</u>	money, buy, shop, cost, pay, online gaming, digital money
<u>Looking after money (2): saving money and keeping it safe</u>	money, save, safe place, digital money

R: Being my Best

Lesson Plan	Key Vocabulary
<u>Bouncing back when things go wrong</u>	encourage, bounce back, try again
<u>Yes, I can!</u>	friends, help, goals, positive, resilient, yet
<u>Healthy eating</u>	food, fruit, vegetables, energy, grow, healthy, dairy, tooth decay
<u>My healthy mind</u>	food, sleep, exercise, energy, grow, healthy, wash
<u>Move your body</u>	muscles, exercise, heart
<u>A good night's sleep</u>	sleep, routine, calm

R: Growing and Changing

Lesson Plan	Key Vocabulary
<u>Seasons</u>	seasons, summer, spring, winter, autumn, cycle
<u>Life stages - plants, animals, humans</u>	egg, change, grow, growing, life cycles, seed, baby, old, young
<u>Life Stages: Human life stage - who will I be?</u>	adoption, adult, baby, child, teenager, old age, marriage, civil partnership, wedding, ceremony, celebration
<u>Where do babies come from?</u>	egg, sperm, womb, surrogacy, adoption, pregnancy, breastfeeding, love, family, care, baby, tummy, donated sperm/eggs, same-sex parents, one-parent families, breasts

Lesson Plan	Key Vocabulary
<u>Getting bigger</u>	surrogacy, adoption, IVF, grow, adult, baby, child, teenager, messages (DNA/Genes), families of different beliefs
<u>Me and my body - girls and boys</u>	sperm, testicles, vagina, penis, breastfeeding, vulva, private parts, privacy, my body is mine (body autonomy), dolls and cars are for everyone (gender stereotyping), eggs, nipples, breasts, anus

Y1: Me and My Relationships

Lesson Plan	Key Vocabulary
<u>Why we have classroom rules</u>	responsibility, rules, safe, work together
<u>How are you listening?</u>	respect, safe, unsafe, listening, fair, apologise
<u>Thinking about feelings</u>	feelings, safe, body language, emotions, support
<u>Our feelings</u>	feelings, behaviour
<u>Feelings and bodies</u>	help, feelings, hurt, heal
<u>Good friends</u>	friendship, safe, making up, lonely, alone, include

Y1: Valuing Difference

Lesson Plan	Key Vocabulary
<u>Same or different?</u>	same, different, difference, respect, talents, equal
<u>Unkindness, teasing or bullying?</u>	safe, unsafe, unkind, behaviour, unkindness, tease, teasing, bullying, aggressive, target, online bullying
<u>Harold's school rules</u>	rules, safe, fair
<u>It's not fair!</u>	kind, safe, unsafe, unkind, bullying, fair, unfair, include
<u>Who are our special people?</u>	feelings, special people, qualities
<u>Our special people balloons</u>	family, special people

Y1: Keeping Safe

Lesson Plan	Key Vocabulary
<u>Super sleep</u>	sleep, grow, rest, tired, screen usage

Lesson Plan	Key Vocabulary
<u>Who can help? (1)</u>	sad, feelings, safe, unsafe, worried, support, nervous, scared
<u>Good or bad touches?</u>	testicles, vagina, penis, private, vulva, trust, privates, nipples, buttocks, bottom, scrotum
<u>Sharing pictures</u>	consent, entertainment, donating, risks, harmful
<u>What could Harold do?</u>	responsibility, safe, medicine, harmful
<u>Harold loses Geoffrey</u>	feelings, emotions, loss, lost

Y1: Rights and Respect

Lesson Plan	Key Vocabulary
<u>Harold has a bad day</u>	safe, unsafe, behaviour, consequences, promise, special promise, gratitude, grateful
<u>Around and about the school</u>	responsibility, environment
<u>Taking care of something</u>	needs, responsible, responsibility, rules, respect
<u>Harold's money</u>	money, cost, bills, spending, afford, online gaming, digital money
<u>How should we look after our money?</u>	safe, money, bank, coin, note, worth, saving, digital money, digital payments
<u>Basic first aid</u>	risk, safe, first aid, accident, danger, hazard, kettle, burn, scald, emergency

Y1: Being my Best

Lesson Plan	Key Vocabulary
<u>I can eat a rainbow</u>	fruit, vegetables, dairy, starchy, protein, vitamins, portion
<u>Eat well</u>	sugar, fruit, vegetables, healthy, dairy, salt, cereal, meat
<u>Harold's wash and brush up</u>	clean, routine, hygiene
<u>Catch it! Bin it! Kill it!</u>	germs, hygiene, disease, spread
<u>Harold learns to ride his bike</u>	practice, learning, make mistakes, confidence, achievement
<u>Pass on the praise!</u>	encourage, feelings, safe, support, praise, feedback, respectful, teamwork, resilient, include, team

Lesson Plan	Key Vocabulary
<u>Inside my wonderful body!</u> (OPTIONAL)	sugar, fruit, vegetables, dairy, heart, salt, cereal, meat, organ, lungs, intestines, brain, stomach, oxygen, digested

Y1: Growing and Changing

Lesson Plan	Key Vocabulary
<u>Healthy me</u>	water, food, sleep, exercise, energy, healthy, oxygen, air, screen usage
<u>Then and now</u>	needs, help, change, growing, size, height
<u>Taking care of a baby</u>	testicles, penis, needs, vulva, love, help, caring, nipples, attention, scrotum
<u>Who can help? (2)</u>	safe, unsafe, unkind, unkindness, tease, teasing, bullying, witness, experience, getting help, aggressive, online bullying
<u>Surprises and secrets</u>	, surprise, secret
<u>Keeping privates private</u>	testicles, vagina, penis, doctor, breastfeeding, private, vulva, help, change, , my body is mine (body autonomy), privates, nipples, hygiene, sore, private activity, scrotum, breasts, anus

Y2: Me and My Relationships

Lesson Plan	Key Vocabulary
<u>Our ideal classroom (1)</u>	friendly, safe, happy, caring
<u>Our ideal classroom (2)</u> (OPTIONAL)	rules
<u>How are you feeling today?</u>	help, feelings, showing feelings
<u>Let's all be happy!</u>	help, feelings
<u>Being a good friend</u>	friendly, friendship, kind, safe, unsafe, unkind, include
<u>Types of bullying</u>	respect, bullying, repeated, online bullying, loneliness
<u>Don't do that!</u>	help, bullying, don't do that, aggressor, target, online bullying

Lesson Plan	Key Vocabulary
<u>Bullying or teasing?</u> (OPTIONAL)	teasing, bullying, repeated, regular, aggressive, online bullying

Y2: Valuing Difference

Lesson Plan	Key Vocabulary
<u>What makes us who we are?</u>	respect, unique
<u>My special people</u>	help, special people
<u>How do we make others feel?</u>	feelings, calm, behaviour, aggressive, solve
<u>When someone is feeling left out</u>	feelings, cooperate
<u>An act of kindness</u>	kind, feelings, unkind, kindness
<u>Solve the problem</u>	listening, being listened to, problem, listen

Y2: Keeping Safe

Lesson Plan	Key Vocabulary
<u>Harold's picnic</u>	medicines, sleep, safety
<u>How safe would you feel?</u>	feelings, safe, unsafe, worried
<u>What should Harold say?</u>	feelings, safe, unsafe, getting help
<u>I don't like that!</u>	feelings, , touch
<u>Fun or not?</u>	, hurt, touch
<u>Should I tell?</u>	safe, tell, unsafe, surprise, secret

Y2: Rights and Respect

Lesson Plan	Key Vocabulary
<u>Getting on with others</u>	responsibility, help, listen, share, take turns
<u>When I feel like erupting</u>	feelings, control, erupt
<u>Feeling safe</u>	safe, unsafe, uniform, ask for help
<u>Playing games</u>	risk, gamer, personal information, internet
<u>Harold saves for something special</u>	money, spending, saving, digital payments
<u>Harold goes camping</u> (OPTIONAL)	money, spending, saving, online gaming
<u>How can we look after our environment?</u>	responsibility, environment

Lesson Plan	Key Vocabulary
<u>Rights and Respect - Pre and Post Unit Assessment: Y2/P3</u>	

Y2: Being my Best

Lesson Plan	Key Vocabulary
<u>You can do it!</u>	challenge, encourage, practice, goal, achieve
<u>My day</u>	choose, healthy, choices, unhealthy
<u>Harold's postcard - helping us to keep clean and healthy</u>	germs, hygiene, disease, vaccination, injection
<u>Harold's bathroom</u>	teeth, hygiene, dental
<u>What does my body do?</u>	water, food, heart, lungs, brain, stomach, small intestine, large intestine
<u>My body needs... (OPTIONAL)</u>	water, food, exercise, rest, oxygen, screen usage
<u>Basic first aid</u>	risk, safe, first aid, accident, danger, hazard, kettle, burn, scald, emergency

Y2: Growing and Changing

Lesson Plan	Key Vocabulary
<u>A helping hand</u>	help, support, supportive
<u>Sam moves away</u>	feelings, change, emotions, nervous, loss, frightened
<u>Haven't you grown!</u>	food, sleep, care, change, growing, rest, learning, forward looking, making choices, asking permission
<u>My body, your body</u>	ovaries, sperm, testicles, vagina, penis, womb, pregnancy, breastfeeding, vulva, special, private parts, my body is mine (body autonomy), eggs, nipples, bottom, unique, scrotum, breasts, anus
<u>Respecting privacy</u>	penis, private, vulva, privacy, consent, genitals, permission
<u>Some secrets should never be kept</u>	penis, private, vulva, tell, unsafe, private parts, consent, secret, uncomfortable, someone you trust, genitals, permission

Y3: Me and My Relationships

Lesson Plan	Key Vocabulary
<u>As a rule</u>	rules, safety, misinformation, disinformation
<u>Looking after our special people</u>	friendship, safe, making up, falling out, compromise
<u>How can we solve this problem?</u>	needs, respect, compromise, conflict, point of view, preferences
<u>Tangram team challenge (OPTIONAL)</u>	cooperate, collaborate
<u>Friends are special</u>	safe, unsafe, trust, calm, making up, listen, point of view, strategies, apologise
<u>Thunks</u>	continuum, opinions, respectful, courteous, challenging, preferences
<u>Dan's dare</u>	feelings, dare, persuade
<u>My special pet (OPTIONAL)</u>	responsibility, feelings, care, loss

Y3: Valuing Difference

Lesson Plan	Key Vocabulary
<u>Respect and challenge</u>	respect, cooperation, listening skills, politeness, courtesy, manners
<u>Family and friends</u>	adoption, blended family, family, fostering, same-sex couple, stereotype
<u>My community</u>	belonging, community
<u>Our friends and neighbours</u>	needs, respect, similarities, differences, identity
<u>Let's celebrate our differences</u>	needs, respect, bullying, similarities, differences, name calling, bystander, online bullying, upstander
<u>Zeb</u>	colour, prejudice, disability, gender, race, sexuality, stereotype, discrimination, cyberbullying, bystander, trolling, online bullying, upstander, abuse

Y3: Keeping Safe

Lesson Plan	Key Vocabulary
<u>Safe or unsafe?</u>	safe, unsafe, trust
<u>Danger or risk?</u>	feelings, strategies, danger (dangerous), risk (risky), consequence
<u>The Risk robot</u>	risk, safer

Lesson Plan	Key Vocabulary
Super Searcher	risk, browsing, phishing, search engine, fake news, internet safety, misinformation, disinformation
Help or harm?	medicines, helpful, harmful, instructions, drugs
Alcohol and cigarettes: the facts	risk, drugs, cigarettes, nicotine, alcohol
Raisin challenge (1) (OPTIONAL)	risks, strategies, decisions

Y3: Rights and Respect

Lesson Plan	Key Vocabulary
Helping each other to stay safe	responsible, safe, healthy, helper
Recount task	fake news, fact, opinion, misinformation, disinformation
Our helpful volunteers	wellbeing, volunteer
Can Harold afford it?	spending, saving, income
Earning money	income, earning
Harold's environment project	environment, waste
Let's have a tidy up! (OPTIONAL)	responsibility, environment

Y3: Being my Best

Lesson Plan	Key Vocabulary
Derek cooks dinner! (healthy eating)	balanced diet, muscles, teeth, energy, healthy, dairy, proteins, bones, starchy carbohydrates, fruit & veg
Poorly Harold	water, sleep, medicine, rest, hygiene, safety, instructions, infection, cleanliness, dose, drug
Body team work	lungs, intestine, vessels, arteries, liver
For or against?	continuum, respectful, courteous, debate, discussion, justify
I am fantastic!	achieve, ambitions, improve, goals, gender identity
Top talents	goal-setting, talents, skills, intelligence
Getting on with your nerves! (OPTIONAL)	cooperation, teamwork, collaboration

Y3: Growing and Changing

Lesson Plan	Key Vocabulary
<u>Relationship tree</u>	trust, caring, healthy, positive, relationships, online relationships, misinterpretation
<u>Body space</u>	testicles, vagina, penis, respect, vulva, nipples, uncomfortable, touch, scrotum, personal space, body space, invade, stop, anus
<u>None of your business!</u>	internet safety, private, personal information, public, profile, digital tattoo
<u>Secret or surprise?</u>	excited, feelings, worried, scared, surprise, secret, uncomfortable, angry, upset, jealous, talk
<u>My changing body</u>	egg, ovaries, sperm, testicles, puberty, vagina, penis, womb, erection, birth, cervix, wet dreams, menstrual cycle, fallopian tube, period, vulva, nipples, genitals, scrotum, lining, period/menstruation pad, tampon, menstruation cup, breasts, mammals, hips, fertilise, spots, sweat, pubic hair, If using the film clips, the following words are also used:, fertilised egg, ovary, uterus (womb), periods, menstruation, pregnant, anus, involuntary erections
<u>Basic first aid</u>	risk, safe, first aid, accident, danger, hazard, kettle, burn, scald, emergency

Y4: Me and My Relationships

Lesson Plan	Key Vocabulary
<u>Human machines</u>	collaborate, teamwork, collaboration, collaborative
<u>Ok or not ok? (part 1)</u>	respect, safe, unsafe, qualities, aggressive, positive, healthy relationship, responsibilities, excluded, assertive, negotiate
<u>Ok or not ok? (part 2)</u>	friendly, aggressive, compromise, respectful, assertive, rude, face-to-face, controlling
<u>An email from Harold!</u>	sad, feelings, happy, calm, scared, sore, frightened, physical effects, unhappy, devastated, miserable, distressed, lonely, alone, ignored, isolated, abandoned, apologetic, regretful, rueful, remorseful, repentant, aching, agonising, painful, delighted,

Lesson Plan	Key Vocabulary
	ecstatic, joyful, untroubled, assured, confident, peaceful, petrified, terrified, bothered
<u>Different feelings</u>	feelings, physical effects
<u>When feelings change (OPTIONAL)</u>	body language, facial expressions
<u>Under pressure</u>	unkind, tease, bullying, prejudice, pressure, independent, discrimination, aggressor, online bullying, upstander

Y4: Valuing Difference

Lesson Plan	Key Vocabulary
<u>Can you sort it?</u>	respect, safe, unsafe, compromise, conflict, negotiation, disrespect, agree, disagree
<u>What would I do?</u>	respect, fair, aggressive, apologise, prejudice, discrimination, bystander, aggressor, target, upstander, equal
<u>The people we share our world with</u>	respect, similarities, responsibilities, belief
<u>That is such a stereotype!</u>	challenge, stereotype, upstander, disagree
<u>Friend or acquaintance?</u>	friendly, friend, sharing, relationships, acquaintances, self-confidence
<u>Islands</u>	body space, invade

Y4: Keeping Safe

Lesson Plan	Key Vocabulary
<u>Danger, risk or hazard?</u>	risk, danger, hazard, hazardous, dangerous, risky, sunburn
<u>How dare you!</u>	risks, aggressive, dare, assertive, online challenge, critical thinking, controlling
<u>Keeping ourselves safe</u>	assertive, persevere, controlling
<u>Raisin challenge (2)</u>	consequences, influence, influencer, aggressor, target, online bullying
<u>Picture wise</u>	privacy, privacy settings, security, AI – Artificial Intelligence
<u>Medicines: check the label</u>	medicine, drug

Lesson Plan	Key Vocabulary
Know the norms (OPTIONAL)	choices, social norm
Traffic lights (OPTIONAL)	privacy, personal information, privacy settings, online safety, location settings

Y4: Rights and Respect

Lesson Plan	Key Vocabulary
Who helps us stay healthy and safe?	being responsible, reliable, trustworthy
It's your right	responsibility, rules, safe, healthy, laws, rights, United Nations
How do we make a difference?	phishing, rules, democracy, trolling, scams, griefers
In the news!	respectful, courteous, opinion, influence, influencer, misinformation, disinformation
Safety in numbers	witness, anti-social behaviour, aggressor, upstander
Harold's expenses (OPTIONAL)	income, expenditure, essential
Why pay taxes?	income tax, VAT, national insurance, deductions, public services
Logo quiz (OPTIONAL)	environment, conservation

Y4: Being my Best

Lesson Plan	Key Vocabulary
What makes me ME!	unique, individual
Making choices	wellbeing, respect, encourage, support, choices, respectful, decisions, health, agree, disagree
SCARF hotel	balanced diet, wellbeing, mental health, screen usage
Harold's Seven Rs	refuse, reduce, re-use, recycle, rot, repair, re-think
My school community (1)	community
Basic first aid	first aid, accident, burn, scald, emergency, injury, minor, blood, nose bleed, choking, breathing, airway, unresponsive, casualty, wound, recovery
Volunteering is cool (OPTIONAL)	wellbeing, voluntary group, connect, be active, be mindful, get creative, give to others

Y4: Growing and Changing

Lesson Plan	Key Vocabulary
<u>Moving house</u>	practice, learning line
<u>My feelings are all over the place!</u>	puberty, hormones, feelings, compromise, conflict, independence
<u>All change!</u>	ovaries, sperm, testicles, puberty, vagina, penis, womb, wet dreams, semen, vulva, privacy, eggs, nipples, scrotum, breasts, spots, sweat, pubic hair, If using the film clips, the following words are also used:, clitoris, labia, legal age of consent, marriage, Puberty for boys:, facial hair, underarm hair, body odour, ejaculation, spontaneous erections, pleasure, masturbation, growth spurt, deeper voice, acne, breast growth, reproduction, testosterone, mood swings, sexual feelings/horny, romantic/sexual interest, Puberty for girls:, hair removal, wider hips, All about getting your period:, endometrium (uterus lining), foetus, stomach ache, headache, cramps, anus
<u>Preparing for changes at puberty</u>	ovaries, sperm, testicles, puberty, vagina, penis, cervix, wet dreams, semen, ejaculate, menstrual cycle, ovulation, fallopian tube, vulva, eggs, genitals, scrotum, period/menstruation pad, tampon, menstruation cup, breasts, hips, spots, sweat, pubic hair, If using the film clips, the following words are also used:, fertilised egg, periods, menstruation, pregnant, spontaneous erections, What is a wet dream?, nocturnal emission, whitish fluid, wet, lubricated, slippery, sexual nature, felt good, pee, sheets, laundry, guilty, embarrassed, normal, natural, voice deepens, lining of the uterus, pads, menstrual cup, Menstruation Film Clip, anus, vaginal discharge, involuntary erections
<u>Secret or surprise?</u>	surprise, secret, uncomfortable feelings
<u>Together</u>	safe, unsafe, relationships, marriage, live together, civil partnership, forced marriage, wedding, ceremony

Y5: Me and My Relationships

Lesson Plan	Key Vocabulary
<u>Collaboration Challenge!</u>	collaborate
<u>Give and take</u>	safe, unsafe, compromise, conflict, negotiation, resolution, self-esteem, loneliness
<u>Communication (OPTIONAL)</u>	body language, face-to-face, non-verbal, tone of voice, digital footprint, digital tattoo
<u>How good a friend are you?</u>	lonely, insensitive, sensitive, self-esteem, insecure
<u>Relationship cake recipe</u>	respect, unsafe, aggressive, assertive, unhealthy relationship, verbal abuse, physical abuse, sexual abuse, uncomfortable touching, passive, self-esteem, include, controlling, abuse, neglect
<u>Our emotional needs</u>	emotions, emotional needs
<u>Being assertive</u>	safe, unsafe, bullying, aggressive, assertive, lonely, passive, bystander, self-esteem, loneliness, rejection

Y5: Valuing Difference

Lesson Plan	Key Vocabulary
<u>Qualities of friendship</u>	friendship, listening, compromise, assertive, negotiate, talking, self-esteem, loneliness, controlling
<u>Kind conversations</u>	respect, compromise, listening skills, assertive, negotiate, controlling, neglect
<u>Happy being me</u>	prejudice, excluded, stereotype, discrimination, upstander, neglect, justice
<u>The land of the Red People</u>	metaphor, diverse, multi-cultural society, prejudice, discrimination, equity, equality, neglect
<u>Is it true?</u>	fake news, fact, assertive, biased, self esteem, online bullying, misinformation, disinformation, critical thinking, disagree
<u>Stop, start, stereotypes</u>	prejudice, assertive, verbal abuse, physical abuse, sexual orientation, gender identity, gender expression, biological sex, online bullying, gender reassignment (protected characteristic), transgender, disagree
<u>It could happen to anyone (OPTIONAL)</u>	friendly, friend, consequences, embarrassed, reactions

Y5: Keeping Safe

Lesson Plan	Key Vocabulary
Spot bullying	bullying, cyberbullying, bystander, aggressor, target, online bullying, upstander
Play, like, share 1	personal information, privacy settings
Keeping Safe - Pre and Post Unit Assessment: Y5/P6	
Play, like, share 2	bystander, target, online bullying, upstander, digital footprint, digital tattoo
Decision dilemmas	pressure, influence, assessing risk, risk taking
Vaping: healthy or unhealthy?	substance, stimulant
Would you risk it?	assertive, risk taking
Ella's diary dilemma (OPTIONAL)	dare, assertive, pressure, resist pressure, digital footprint, digital tattoo, controlling, equality, fairness
'Thunking' about habits (OPTIONAL)	healthy, choices, habit, addiction
Drugs: true or false? (OPTIONAL)	aggressive, drugs, cigarettes, alcohol, assertive, self-esteem, controlling, neglect
Smoking: what is normal? (OPTIONAL)	norms, perception

Y5: Rights and Respect

Lesson Plan	Key Vocabulary
What's the story?	responsibility, misinformation, disinformation, AI – Artificial Intelligence
Fact or opinion?	fake news, fact, opinion, biased, unbiased, misinformation, disinformation
Mo makes a difference	voluntary group, community group, pressure (action) group
Rights, respect and duties	responsibility, rights, duties
Spending wisely	costs, wages, salaries, rent, Fairtrade
Lend us a fiver!	borrow, loan, credit, debit, interest
Local councils (OPTIONAL)	public services, council, vote, elections, councillors

Y5: Being my Best

Lesson Plan	Key Vocabulary
<u>It all adds up!</u>	energy, organs, body systems
<u>Different skills</u>	commitment, resilience, determination, patience, interpersonal skills, perseverance
<u>My school community (2)</u>	community, school community
<u>Independence and responsibility</u>	responsibility, independence
<u>Star qualities?</u>	personal qualities, celebrities
<u>Basic first aid, including Sepsis Awareness</u>	life skill, sepsis

Y5: Growing and Changing

Lesson Plan	Key Vocabulary
<u>How are they feeling?</u>	wellbeing, resilience
<u>Taking notice of our feelings</u>	trust, resilience, unwanted attention, unwanted touch
<u>Dear Ash</u>	in confidence, break a confidence, confidential
<u>Growing up and changing bodies</u>	testicles, puberty, vagina, penis, semen, period, vulva, nipples, scrotum, period/menstruation pad, tampon, menstruation, clitoris, labia, vaginal discharge, genitalia, managing feelings, oral health
<u>Changing bodies and feelings</u>	testicles, vagina, penis, hips widen, wet dreams, hormones, doctor, vulva, sleep, exercise, emotions, nipples, scrotum, menstruation cup, spots, sweat, pubic hair, If using the film clips, the following words are also used:, periods, menstruation, clitoris, body odour, acne, hair removal, height gain, FGM/cuts to the vulva, lips (labia), vaginal opening, urinary opening, period protection, washing, body confidence, body autonomy, vaginal discharge, involuntary erections, hydration, breast development, genitalia, deodorant, shower gel, tissues, washing powder, spot cream, facial wash, period products, circumcised, Taking care of your body, chemicals, oil glands, good hygiene, showers,

Lesson Plan	Key Vocabulary
	soap, shampoo, clean underwear, pimples, zits, acne cream, hair growth, under arm, chest hair, healthy food, medication
<u>Help! I'm a teenager - get me out of here!</u>	puberty, hormones, respect, compromise, conflict, negotiate, mood swings, emotional changes, neglect
<u>Dear Hetty (OPTIONAL)</u>	separation, fostered
<u>Growing and Changing - Pre and Post Unit Assessment: Y5/P6</u>	
<u>Making babies (OPTIONAL)</u>	egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage, conception, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, implant, pregnancy, birth, caesarean, cut, labour, muscles, cervix, vulva, nipples, scrotum

Y6: Me and My Relationships

Lesson Plan	Key Vocabulary
<u>Working together</u>	teamwork, collaboration
<u>Let's negotiate (OPTIONAL)</u>	compromise, negotiation
<u>Solve the friendship problem</u>	respectful, assertive, balanced friendship
<u>Dan's day (OPTIONAL)</u>	excluded, sensitive, thoughtful, response, disrespect
<u>Behave yourself</u>	resolution, assertiveness, rejected
<u>Assertiveness skills</u>	assertiveness, peer pressure, controlling, abuse, neglect
<u>Don't force me</u>	marriage, civil partnership, forced marriage, illegal, preferences, abuse
<u>Acting appropriately</u>	assertive, illegal, appropriate, inappropriate, bystander, upstander

Y6: Valuing Difference

Lesson Plan	Key Vocabulary
<u>OK to be different</u>	confidence, witness, unique, problem, compromise, conflict, negotiate, isolated, bystander, positive feedback, self-esteem, self-worth, insecure, self-worth, solution
<u>We have more in common than not</u>	unique, prejudice, assertive, stereotype, discrimination, sexual orientation, gender identity, gender expression, biological sex, diversity
<u>Respecting differences</u>	respect, body language, point of view, empathy, cultural norms, disrespect
<u>Tolerance and respect for others</u>	respect, unique, identity, prejudice, discrimination, diversity, tolerance
<u>Advertising friendships!</u>	friend, relationships, acquaintance
<u>Boys will be boys? - challenging gender stereotypes</u>	prejudice, assertive, stereotype, discrimination, gender stereotype, media influence, assumption, upstander, digital platforms

Y6: Keeping Safe

Lesson Plan	Key Vocabulary
<u>Think before you click!</u>	sharing, online safety, social media, parental consent, trolling, misinformation, disinformation, digital footprint, bot, troll, digital tattoo
<u>It's a puzzle (OPTIONAL)</u>	privacy settings, identity theft, secure, digital footprint, digital tattoo, online sharing
<u>To share or not to share?</u>	permission, illegal, trolling, right to privacy, sharing online, sexual images, sexting, nudes, digital footprint, digital tattoo
<u>Rat Park</u>	emotional needs, habit, addiction
<u>What sort of drug is...?</u>	drug, illegal, legal, medical, non-medical
<u>Drugs: it's the law!</u>	illegal, drug laws, age restrictions, possess, supply, produce, penalties
<u>Alcohol: what is normal?</u>	risks, alcohol, norms, short-term effects, long-term effects
<u>Joe's story (part 1) (OPTIONAL)</u>	aggressive, assertive, emotional needs, passive, self-esteem, physical needs, controlling, neglect

Y6: Rights and Respect

Lesson Plan	Key Vocabulary
<u>Two sides to every story</u>	fact, opinion, assertive, stereotype, biased, unbiased
<u>Fakebook friends</u>	sharing, profile, online safety, social media, image
<u>What's it worth?</u>	saving, interest, bank (building society) account, Junior ISA, debit card, cash, value, online gaming, digital resilience
<u>Jobs and taxes (OPTIONAL)</u>	VAT, public services, income tax (PAYE), tax
<u>Happy shoppers - caring for the environment</u>	energy, recycling, waste, re-use, Fairtrade, environmentally sustainable, composting, materials, transport, shop local, food miles
<u>Action stations! (OPTIONAL)</u>	voluntary group, community group, pressure (action) group, mission statement, values, beneficiary
<u>Project Pitch (parts 1 & 2) (OPTIONAL)</u>	mission statement, beneficiary, campaign bid, pitch, grant
<u>Democracy in Britain 1 - Elections</u>	democracy, elections, manifesto, voting booth, voting, candidate, policies, ballot slip, ballot box, constituencies, House of Commons, MP
<u>Democracy in Britain 2 - How (most) laws are made</u>	debate, penalties, House of Commons, proposal, amendments, enforcement, majority, House of Lords, Royal Assent
<u>Community art (OPTIONAL)</u>	community, valued

Y6: Being my Best

Lesson Plan	Key Vocabulary
<u>This will be your life!</u>	perseverance, aspirations, goal setting
<u>Our recommendations</u>	wellbeing, reliable, accurate, sources, health, misinformation, disinformation
<u>What's the risk? (1)</u>	assessing risk, self-esteem, weigh up, dilemma, controlling, neglect, self-worth
<u>What's the risk? (2)</u>	choices, influence, assessing risk, weigh up, misinformation, online behaviours

Lesson Plan	Key Vocabulary
Basic first aid, including Sepsis Awareness	feelings, adult, calm, first aid, emergency, unresponsive, life skill, sepsis, Red Cross, ambulance, operator, information, serious, scenario, script, role, panic, responsive
Five Ways to Wellbeing project	wellbeing, connect, be active, take notice (mindful), give, keep learning (get creative)

Y6: Growing and Changing

Lesson Plan	Key Vocabulary
I look great!	body image, manipulation, self esteem, deepfake, digital media, self-worth
Media manipulation	assertive, stereotype, gender stereotype, media manipulation, gender reassignment (protected characteristic)
Pressure online	online safety, peer pressure, right to privacy, sharing online
Helpful or unhelpful? Managing change	change, support, conversation, discuss
Is this normal?	testicles, puberty, vagina, penis, hormones, vulva, friends, nipples, scrotum, identity, spots, If using the film clips, the following words are also used:, periods, rights, mood swings, FGM/cuts to the vulva, period products, emotional changes, physical changes, FGM, voice deepening, Puberty and finding out who you are:, manage emotions, feeling funny sexually, start to have questions about sex, sexual reaction, more independence, increased weight
Making babies	egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage, conception, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, implant, pregnancy, birth, caesarean, cut, labour, muscles, cervix, hips widen, wet dreams, loving relationship, If using

Lesson Plan	Key Vocabulary
	film clip - Reproduction Planned Parenthood: , cells, semen, ejaculate, hormones, menstrual cycle, ripen, lining of womb, mature egg, ovulation, fallopian tube, fertilisation, uterine lining, period, How a baby is born: , vaginal childbirth, pelvis, efface, dilate, contractions, mucous plug, water break, doctor, midwife, cervical opening, birth canal, delivery, active labour, contracts, crowning fetal head, episiotomy, skull bones, umbilical cord, placenta, breastfeeding, All the different ways couples can create babies:, queer couple, LGBTQ+, stepchildren, foster parents, artificial insemination, co maternity, blended family, donate sperm, sperm bank, derogatory, homophobic, vulva, nipples, scrotum
<u>What is HIV? (OPTIONAL)</u>	vagina, womb, condom, cervix, semen, vaccination, prejudice, infection, medication, HIV, immune system, virus, transmission, sharing needles, sexual contact, Human immunodeficiency virus, illness, sexual activity, vaginal fluids, lifelong condition, life threatening, sharing of needles, blood transfusions, Human papilloma virus, cancer, antibodies
<u>Growing and Changing - Pre and Post Unit Assessment: Y6/P7</u>	
<u>Online Sexual Content (OPTIONAL)</u>	vagina, penis, orgasm, sexual intercourse, consensual, condom, conception, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, loving relationship, respectful, online sexual content