



Personal, Social, Health and Economic (PSHE) Policy

Written: Summer Term 2020

Review by: HT/LTS committee

Next date of review: Summer Term 2023

Review every 3 years

Hazelwood Schools' PSHE Policy

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Personal, social, health and economic education (PSHE) help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed active, responsible young adults. Pupils are encouraged to take part in a wide range of activities and experiences across the curriculum, contributing fully to the life of their schools and communities. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Relationships Education, Relationships and Sex Education and Health Education Guidance. February 2019 Department for Education

The status of PSHE Education

There have been many new statutory changes to elements of the PSHE curriculum but the status of the entire PSHE education is non-statutory and this can be confusing. According to the PSHE Association:

"Section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice. In addition to the national curriculum framework, the Department for Education guidance states that the subject is 'an important and necessary part of all pupils' education' and that 'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

The national curriculum also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

At Hazelwood Schools, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships and health education - RSHE is part of PSHE education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996

Links to other policies

Internally, this policy links to our RSHE Policy and Safeguarding and Child Protection Policy.

Additionally, the guidance also links to:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

Aims and Objectives for PSHE education

We believe that PSHE should enable children to keep themselves safe and become healthier, more independent and more responsible members of society.

We actively encourage our children to play a positive role in contributing to the life of school and the wider community. We will teach the children about their rights and responsibilities and by doing so will help to develop each child's sense of self-worth. We will teach them how society is organised and governed. We ensure that the children experience the process of democracy through the election of class representatives who will all become members of the school council. They are encouraged to voice their views, ideas and opinions through this process, thus making a positive contribution to the school community. We teach children both about their rights and about their responsibilities and they will learn to appreciate what it means to be a positive member of a diverse and multicultural society.

PSHE education should be closely linked to a child's personal development and experiences. We aim to increase their awareness of the complexity and variety of human relationships, their families and communities and provide them with the knowledge and skills to enjoy life.

PSHE education at Hazelwood is guided by and linked to the British Values of Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance as well as through our school values: **Respect, Responsibility, Resilience, Honesty, Tolerance & Understanding, Fairness, Ambition, Courage, Creativity, Kindness, Teamwork and Trust.**

The objectives of PSHE are to:

- Prepare pupils for the opportunities, responsibilities and experiences later in life
- Encourage pupils to value and respect themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Have respect for and acceptance of the beliefs, faiths and cultures of themselves and others
- Teach pupils how to make informed choices
- Have an appreciation of how abiding by rules is essential for well-being and safety
- Prepare pupils to be positive and active members of a democratic society
- Understand how to distinguish right from wrong and respecting the values we share
- Be responsible for their own behaviour
- Understand how they can contribute positively to the lives of others
- Recognise prejudicial or discriminatory behaviour and understand the importance of identifying and combating discrimination
- Understand and appreciate the diversity of family units and the relationships they are in
- Teach pupils to understand what constitutes a safe and healthy lifestyle and have the necessary knowledge and confidence to keep themselves safe both emotionally and physically
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Recognise and learn to experience appropriately a range of human emotions
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or lives of others
- Help pupils to identify the characteristics of healthy relationships; how relationships may affect mental and physical health and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Creating a Safe and Supportive Learning Environment

Establishing a safe, open and positive learning environment based on trust between **all** members of the class (children and adults), is essential. We aim to create such an environment by enabling each class to establish 'PSHE rules' at the beginning of each academic year. These rules will be created by the children and everyone in class will be reminded of the agreed rules at the beginning of each lesson.

Entitlement and Equality of Opportunity

We promote the needs and interests of all pupils at Hazelwood, regardless of gender, culture, ability, sexuality (LGBT) or personal circumstances (Equality Act 2010). We will teach PSHE to all pupils irrespective of their ability and any issues will be dealt with in accordance to the Positive Behaviour Policy. Teaching will take into account the age, stage, ability, readiness, and cultural background of children to ensure all can fully access PSHE education provision. As far as 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 and/or delivery will be adapted. Teachers and/or adults providing support may work with individuals if required and appropriate.

Relationship, Sex and Health Education

We are required to teach relationships education (RHE) as part of our PSHE curriculum and current regulations and guidance from the Department for Education state that Relationship Education is compulsory in all schools, but Sex Education is not compulsory. However, the National Curriculum for Science is compulsory and includes subject content in related areas, such as the main external body parts, the human body as it grows (including puberty) and reproduction in some plants and animals. The Department for Education recommends that all primary schools should have a sex education program that is tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings. Linked to the National Curriculum for Science, pupils will learn about human life cycles, including fertilisation and how a baby is born. Please refer to our RSHE policy on the website for further information, statutory guidance, rationale and aims.

Learning and Teaching

We allocate one lesson per week for each year group during curriculum time to PSHE education. We will be using the Coram Life Education SCARF programme which is mapped and planned effectively meeting the PSHE programme of study and comprehensively linked to National Curriculum objectives. Updates of resources are shared on the SCARF website and the PSHE lead will notify all teachers of any updates. There will be occasions where PSHE objectives will be introduced through other areas of the curriculum (Science, Physical Education, ICT and online safety, Religious Education and Mathematics) and these will be mapped on each year group's curriculum web and uploaded to the year group's web page on the school's website. The programme will be taught through a variety of teaching methods, including class discussions, sharing of own life experiences, whole school assemblies, school council, outside agencies. Please see appendix A for an overview of Progress of learning objectives and lessons for each year group (Yr 1-6).

Teaching Responsibilities and Staff Training

The PSHE co-ordinator and Headteacher are responsible for monitoring the standards of children's work and the quality of teaching. The PSHE co-ordinator will monitor the delivery of the programme through observations and discussions with teaching staff to ensure consistent and coherent curriculum provision. The co-ordinator will support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. If using external speakers to deliver aspects of our PSHE programme, we will ensure that these support and benefit our PSHE curriculum and needs of the children in our school. Their input will be carefully planned and monitored so as to fit in to and complement the programme.

Monitoring and Review

The Governing body monitors the PSHE policy. They will review the policy in relation to current practice and any changes or alterations which may have occurred. Our PSHE coordinator is responsible for monitoring the standards of teaching and learning. They will support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. They are also responsible for evaluating strengths and areas of improvement in the teaching and learning of PSHE. The coordinator will undertake learning walks to monitor the teaching and learning of PSHE and collate evidence of teaching and learning.

Confidentiality and Handling Disclosures

As a general rule a child's confidentiality is maintained by the member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he must record their concerns following the schools safeguarding procedures and a designated safeguarding lead will take action in accordance with our safeguarding policy. All staff members are familiar with the policy and know the identities of the members of staff with responsibility for child protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by a member of staff throughout the process.

Responding to Pupils Questions

Pupils' questions will be answered by members of staff in a supportive and informative manner. We will allow pupils to raise anonymous questions by having a procedure in class such as an anonymous question box or all pupils to be given paper at the beginning of the lesson and all pieces of paper being collected in at the end of the lesson. Where a question is asked and the member of staff wishes to have more time to find an appropriate answer, the child will be told they will get an answer at a different time (teacher will specify when) so the teacher can ensure they have got the correct information. The child will be reminded not to use internet search engines to find their own answers. If safeguarding issues is raised by an anonymous question, we will ensure that action is taken in accordance to the Safeguarding and Child Protection Policy. If a question is deemed inappropriate for the age/stage of the class, teachers will explain to the pupil (either on a one-to-one basis or whole class basis depending on the question) that the question is not appropriate and may ask the pupil to speak to their parent/carer at home or let the pupil know that it will be a topic covered in another year group. If an adult is concerned about

the question raised, they may also contact the pupil's parent/carer to discuss what was said and/or the Designated Safeguarding lead. Staffs have received training to support them when a difficult or inappropriate question may/will be asked.

Involving Parents and Carers

We are committed to working with parents and carers. We will communicate with parents and carers by informing them of any sensitive topics about to be taught through the PSHE curriculum via curriculum pages on the website and encourage discussion of these topics at home.

Appendix A

PSHE Progression in Learning						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relationships	<ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Identify a range of feelings; Identify how feelings might make us behave: Suggest strategies for someone experiencing 'not so good' feelings to manage these Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. Identify simple qualities of friendship; Suggest simple strategies for making up. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations Give and receive positive 	<ul style="list-style-type: none"> Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. Take part in creating and agreeing classroom rules. Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour is both unacceptable ways of behaving. Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for 	<ul style="list-style-type: none"> Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation. Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success. Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. Rehearse and demonstrate simple strategies for resolving given conflict situations. Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if 	<ul style="list-style-type: none"> Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others. Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend. Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state. Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information. Give examples of strategies to respond to being bullied, including 	<ul style="list-style-type: none"> Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities. Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Understand that online communication can be misinterpreted; 	<ul style="list-style-type: none"> Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task. Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do

	<p>feedback, and experience how this makes them feel</p> <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Why we have classroom rules • Thinking about feelings • Our feelings • Feelings and bodies • Our special people balloons • Good friends 	<p>each other.</p> <ul style="list-style-type: none"> • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Our ideal classroom (1) • Our ideal classroom (2) • How are you feeling today? • Bullying or teasing? • Don't do that! • Types of bullying • Being a good friend • Let's all be happy! 	<p>they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p> <ul style="list-style-type: none"> • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • As a rule • My special pet • Tangram team challenge • Looking after our special people • How can we solve this problem? • Dan's dare • Thinks • Friends are special 	<p>what people can do and say;</p> <ul style="list-style-type: none"> • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • An email from Harold! • Ok or not ok? (part 1) • Ok or not ok? (part 2) • Human machines • Different feelings • When feelings change • Under pressure 	<ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Collaboration Challenge! • Give and take • How good a friend are you? • Relationship cake recipe • Being assertive • Our emotional needs • Communication 	<p>something they feel uncomfortable about.</p> <ul style="list-style-type: none"> • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others. • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree; • Understand that everyone has the right to be free to choose who and whether to marry. • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal. • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Working together • Let's negotiate • Solve the friendship problem • Assertiveness skills (formerly Behave yourself - 2) • Behave yourself • Dan's day • Don't force me
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						<ul style="list-style-type: none"> ● Acting appropriately ● It's a puzzle
Valuing Difference	<ul style="list-style-type: none"> ● Identify the differences and similarities between people; ● Empathise with those who are different from them; ● Begin to appreciate the positive aspects of these differences. ● Explain the difference between unkindness, teasing and bullying; ● Understand that bullying is usually quite rare. ● Explain some of their school rules and how those rules help to keep everybody safe. ● Identify some of the people who are special to them; ● Recognise and name some of the qualities that make a person special to them. ● Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Same or different? ● Unkind, tease or bully? ● Harold's school rules ● Who are our special people? ● It's not fair! 	<ul style="list-style-type: none"> ● Identify some of the physical and non-physical differences and similarities between people; ● Know and use words and phrases that show respect for other people. ● Identify people who are special to them; ● Explain some of the ways those people are special to them. ● Recognise and explain how a person's behaviour can affect other people. ● Explain how it feels to be part of a group; ● Explain how it feels to be left out from a group; ● Identify groups they are part of; ● Suggest and use strategies for helping someone who is feeling left out. ● Recognise and describe acts of kindness and unkindness; ● Explain how these impact on other people's feelings; ● Suggest kind words and actions they can show to others; ● Show acts of kindness to others in school. ● Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); ● Suggest strategies for dealing with a range of common situations requiring negotiation skills to help 	<ul style="list-style-type: none"> ● Recognise that there are many different types of family; ● Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' ● Define the term 'community'; ● Identify the different communities that they belong to; ● Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. ● Reflect on listening skills; ● Give examples of respectful language; ● Give examples of how to challenge another's viewpoint, respectfully. ● Explain that people living in the UK have different origins; ● Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; ● Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. ● Recognise the factors that make people similar to and different from each other; ● Recognise that repeated name calling is a form of bullying; ● Suggest strategies for 	<ul style="list-style-type: none"> ● Define the terms 'negotiation' and 'compromise'; ● Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. ● Understand that they have the right to protect their personal body space; ● Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; ● Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. ● Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); ● Give examples of features of these different types of relationships, including how they influence what is shared. ● List some of the ways that people are different to each other (including differences of race, gender, religion); ● Recognise potential consequences of aggressive behaviour; ● Suggest strategies for dealing with someone who is behaving 	<ul style="list-style-type: none"> ● Define some key qualities of friendship; ● Describe ways of making a friendship last; ● Explain why friendships sometimes end. ● Rehearse active listening skills: ● Demonstrate respectfulness in responding to others; ● Respond appropriately to others. ● Identify and describe the different groups that make up their school/wider community/other parts of the UK; ● Describe the benefits of living in a diverse society; ● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. ● Understand that the information we see online, either text or images, is not always true or accurate; ● Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; ● Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. ● Identify the consequences of positive and negative behaviour on themselves and others; ● Give examples of how 	<ul style="list-style-type: none"> ● Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; ● Suggest strategies for dealing with bullying, as a bystander; ● Describe positive attributes of their peers. ● Know that all people are unique but that we have far more in common with each other than what is different about us; ● Consider how a bystander can respond to someone being rude, offensive or bullying someone else; ● Demonstrate ways of offering support to someone who has been bullied . ● Demonstrate ways of showing respect to others, using verbal and non-verbal communication. ● Understand and explain the term prejudice; ● Identify and describe the different groups that make up their school/wider community/other parts of the UK; ● Describe the benefits of living in a diverse society; ● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. ● Explain the difference between a friend and an acquaintance; ● Describe qualities of a

		<p>foster and maintain positive relationships.</p> <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • What makes us who we are? • My special people • How do we make others feel? • When someone is feeling left out • An act of kindness • Solve the problem 	<p>dealing with name calling (including talking to a trusted adult).</p> <ul style="list-style-type: none"> • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Family and friends • My community • Respect and challenge • Our friends and neighbours • Let's celebrate our differences • Zeb 	<p>aggressively.</p> <ul style="list-style-type: none"> • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. • Understand and identify stereotypes, including those promoted in the media <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Can you sort it? • Islands • Friend or acquaintance? • What would I do? • The people we share our world with • That is such a stereotype! 	<p>individual/group actions can impact on others in a positive or negative way</p> <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Qualities of friendship • Kind conversations • The land of the Red People • Is it true? • It could happen to anyone 	<p>strong, positive friendship;</p> <ul style="list-style-type: none"> • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • OK to be different • We have more in common than not • Respecting differences • Tolerance and respect for others • Advertising friendships! • Boys will be boys? - challenging gender stereotypes
Keeping Myself Safe	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can 	<ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations 	<ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke 	<ul style="list-style-type: none"> • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent. 	<ul style="list-style-type: none"> • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision; • Describe some of the possible outcomes of taking a risk. • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting 	<ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread. • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology. • Know that it is illegal to create and share sexual

	<p>help them when they feel unsafe.</p> <ul style="list-style-type: none"> Recognise the range of feelings that are associated with loss. Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> Healthy me Super sleep Who can help? (1) Harold loses Geoffrey What could Harold do? Good or bad touches? 	<p>including who they could ask for help.</p> <ul style="list-style-type: none"> Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in 	<p>cigarettes; (Social Norms message)</p> <ul style="list-style-type: none"> Define the word 'drug' and understand that nicotine and alcohol are both drugs. Identify risk factors in given situations; Suggest ways of reducing or managing those risks. Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions. Understand that medicines are drugs and suggest ways that they can be helpful or harmful 	<ul style="list-style-type: none"> Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk. Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> Danger, risk or hazard? Picture Wise How dare you! 	<p>others who are bullied;</p> <ul style="list-style-type: none"> Recognise and describe the difference between online and face-to-face bullying. Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare. Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation. Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it. Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which 	<p>images of children under 18 years old;</p> <ul style="list-style-type: none"> Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country. Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country. Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol. Understand that all humans have basic emotional needs and explain some of the ways
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		<p>their safety network so they can help it stop</p> <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Harold's picnic ● How safe would you feel? ● What should Harold say? ● I don't like that! ● Fun or not? ● Should I tell? ● Some secrets should never be kept 	<p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Safe or unsafe? ● Danger or risk? ● Alcohol and cigarettes: the facts ● The Risk Robot ● Super Searcher ● None of your business! ● Raisin challenge (1) ● Help or harm? 	<ul style="list-style-type: none"> ● Medicines: check the label ● Know the norms (formerly Tell Ed6) ● Keeping ourselves safe ● Raisin challenge (2) 	<p>medicines can be helpful or harmful and used safely or unsafely.</p> <ul style="list-style-type: none"> ● Understand the actual norms around smoking and the reasons for common misperceptions of these. ● Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; ● Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● 'Thinking' about habits ● Jay's dilemma ● Spot bullying ● Ella's diary dilemma ● Decision dilemmas ● Play, like, share ● Drugs: true or false? ● Smoking: what is normal? ● Would you risk it? 	<p>these needs can be met;</p> <ul style="list-style-type: none"> ● Explain how these emotional needs impact on people's behaviour; ● Suggest positive ways that people can get their emotional need met. ● Understand and give examples of conflicting emotions; ● Understand and reflect on how independence and responsibility go together <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Think before you click! ● Traffic lights ● To share or not to share? ● Rat Park ● What sort of drug is...? ● Drugs: it's the law! ● Alcohol: what is normal? ● Joe's story (part 1) ● Joe's story (part 2)
<p>Rights and Responsibilities</p>	<ul style="list-style-type: none"> ● Recognise the importance of regular hygiene routines; ● Sequence personal hygiene routines into a logical order. ● Identify what they like about the school environment; ● Recognise who cares for and looks after the school environment. ● Demonstrate responsibility in looking after something (e.g. a class pet or plant); ● Explain the importance of looking after things that 	<ul style="list-style-type: none"> ● Describe and record strategies for getting on with others in the classroom. ● Explain, and be able to use, strategies for dealing with impulsive behaviour. ● Identify special people in the school and community who can help to keep them safe; ● Know how to ask for help. ● Identify what they like about the school environment; 	<ul style="list-style-type: none"> ● Define what a volunteer is; ● Identify people who are volunteers in the school community; ● Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. ● Identify key people who are responsible for them to stay safe and healthy; ● Suggest ways they can help these people. ● Understand the difference between 'fact' and 	<ul style="list-style-type: none"> ● Define what is meant by 'being responsible'; ● Describe the various responsibilities of those who help them stay healthy and safe; ● Suggest ways they can help the people who keep them healthy and safe; ● Understand that humans have rights and also responsibilities; ● Identify some rights and also responsibilities that come with these. ● Understand the reason we have rules; 	<ul style="list-style-type: none"> ● Identify, write and discuss issues currently in the media concerning health and wellbeing; ● Express their opinions on an issue concerning health and wellbeing; ● Make recommendations on an issue concerning health and wellbeing. ● Understand the difference between a fact and an opinion; ● Understand what biased reporting is and the need to think critically about things we read. 	<ul style="list-style-type: none"> ● Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; ● Describe the language and techniques that make up a biased report; ● Analyse a report also extract the facts from it. ● Know the legal age (and reason behind these) for having a social media account; ● Understand why people don't tell the truth and often post only the good bits about themselves,

	<p>belong to themselves or to others.</p> <ul style="list-style-type: none"> • Explain where people get money from; • List some of the things that money may be spent on in a family home. • Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Harold's wash and brush up • Around and about the school • Taking care of something • Harold's money • How should we look after our money? 	<ul style="list-style-type: none"> • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment. • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things. • Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Getting on with others • When I feel like erupting • Feeling safe • How can we look after our environment? • Harold saves for something special • Harold goes camping 	<p>'opinion';</p> <ul style="list-style-type: none"> • Understand how an event can be perceived from different viewpoints; • Plan, draft and publish a recount using the appropriate language. • Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method. • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for items; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • Our helpful volunteers • Helping each other to stay safe • Recount task • Harold's environment project • Can Harold afford it? • Can Harold afford it? • Earning money 	<ul style="list-style-type: none"> • Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process. • Define the word <i>influence</i>; • Recognise that reports in the media can influence the way they think about an topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions. • Understand some of the ways that various national and international environmental organisations work to help take care of the environment; • Understand and explain the value of this work.: • Define the terms 'income' and 'expenditure'; • List some of the items and services of expenditure in the school and in the home; • Prioritise items of expenditure in the home from most essential to least essential. 	<ul style="list-style-type: none"> • Define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value. • State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product. • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. • Explain some of the areas that local councils have responsibility for; • Understand that local councillors are elected to represent their local community. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> • What's the story? • Fact or opinion? • Rights, responsibilities and duties • Mo makes a difference • Spending wisely • Lend us a fiver! • Local councils 	<p>online;</p> <ul style="list-style-type: none"> • Recognise that people's lives are much more balanced in real life, with positives and negatives. • Explain some benefits of saving money; • Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; • Explain what is meant by the term <i>interest</i>. • Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. • Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way.
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Being My Best	<ul style="list-style-type: none"> ● Recognise the importance of fruit and vegetables in their daily diet; ● Know that eating at least five portions of vegetables and fruit a day helps to maintain health. ● Recognise that they may have different tastes in food to others; ● Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; ● Recognise which foods we need to eat more of and which we need to eat less of to be healthy. ● Understand how diseases can spread; ● Recognise and use simple strategies for preventing 	<ul style="list-style-type: none"> ● Explain the stages of the learning line showing an understanding of the learning process; ● Suggest phrases and words of encouragement to give someone who is learning something new; ● Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. ● Understand and give examples of things they can choose themselves and things that others choose for them; ● Explain things that they like and dislike, and understand that they have choices about these 	<ul style="list-style-type: none"> ● Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; ● Explain what is meant by the term 'balanced diet'; ● Give examples what foods might make up a healthy balanced meal. ● Explain how some infectious illnesses are spread from one person to another; ● Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; ● Suggest medical and non-medical ways of treating an illness. ● Develop skills in discussion and debating an 	<ul style="list-style-type: none"> ● Identify ways in which everyone is unique; ● Appreciate their own uniqueness; ● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. ● Give examples of choices they make for themselves and choices others make for them; ● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. ● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; 	<ul style="list-style-type: none"> ● Know two harmful effects each of smoking/drinking alcohol. ● Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. ● Understand the actual norms around smoking and the reasons for common misperceptions of these. ● Know the basic functions of the four systems covered and know they are inter-related. ● Explain the function of at least one internal organ. ● Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. ● Identify their own strengths 	<ul style="list-style-type: none"> ● Identify aspirational goals; ● Describe the actions needed to set and achieve these. ● Explain what the five ways to wellbeing are; ● Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. ● Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. ● Identify risk factors in a given situation; ● Understand and explain

	<p>the spread of diseases.</p> <ul style="list-style-type: none"> ● Recognise that learning a new skill requires practice and the opportunity to fail, safely; ● Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.: ● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel. <p>Recognise how a person's behaviour (including their own) can affect other people</p> <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● I can eat a rainbow ● Eat well ● Catch it! Bin it! Kill it! ● Harold learns to ride his bike ● Pass on the praise! ● Harold has a bad day 	<p>things;</p> <ul style="list-style-type: none"> ● Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. ● Explain how germs can be spread; ● Describe simple hygiene routines such as hand washing; ● Understand that vaccinations can help to prevent certain illnesses. ● Explain the importance of good dental hygiene; ● Describe simple dental hygiene routines. ● Understand that the body gets energy from food, water and oxygen; ● Recognise that exercise and sleep are important to health ● Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); ● Describe how food, water and air get into the body and blood. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● You can do it! ● My day ● Harold's postcard - helping us to keep clean and healthy ● Harold's bathroom ● My body needs... ● What does my body do? 	<p>issue;</p> <ul style="list-style-type: none"> ● Demonstrate their understanding of health and wellbeing issues that are relevant to them; ● Emphrise with different view points; ● Make recommendations, based on their research. ● Identify their achievements and areas of development; ● Recognise that people may say kind things to help us feel good about ourselves; ● Explain why some groups of people are not represented as much on television/in the media. ● Demonstrate how working together in a collaborative manner can help everyone to achieve success; ● Understand and explain how the brain sends and receives messages through the nerves. ● Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); ● Describe how food, water and air get into the body and blood. ● Explain some of the different talents and skills that people have and how skills are developed; ● Recognise their own skills and those of other children in the class. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Derek cooks dinner! (healthy eating) 	<ul style="list-style-type: none"> ● Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).: ● Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); ● Suggest ways the Seven Rs recycling methods can be applied to different scenarios. ● Define what is meant by the word 'community'; ● Suggest ways in which different people support the school community; ● Identify qualities and attributes of people who support the school community. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Who helps us stay healthy and safe? ● It's your right ● How do we make a difference? ● In the news! ● Safety in numbers ● Logo quiz ● Harold's expenses ● Why pay taxes? 	<p>and talents;</p> <ul style="list-style-type: none"> ● Identify areas that need improvement and describe strategies for achieving those improvements. ● State what is meant by community; ● Explain what being part of a school community means to them; ● Suggest ways of improving the school community. ● Identify people who are responsible for helping them stay healthy and safe; ● Identify ways that they can help these people. ● Describe 'star' qualities of celebrities as portrayed by the media; ● Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; ● Describe 'star' qualities that 'ordinary' people have. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● Getting fit ● It all adds up! ● Different skills ● My school community (2) ● Independence and responsibility ● Star qualities? 	<p>the outcomes of risk-taking in a given situation, including emotional risks.</p> <ul style="list-style-type: none"> ● Recognise what risk is; ● Explain how a risk can be reduced; ● Understand risks related to growing up and explain the need to be aware of these; ● Assess a risk to help keep themselves safe. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> ● This will be your life! ● Five Ways to Wellbeing project ● Our recommendations ● What's the risk? (1) ● What's the risk? (2)
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Growing and Changing	<ul style="list-style-type: none"> ● Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); ● Understand and explain the simple bodily processes associated with them. ● Understand some of the tasks required to look after a baby; ● Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. ● Identify things they could do as a baby, a toddler and can do now; ● Identify the people who help/helped them at those different stages. ● Explain the difference between teasing and bullying; ● Give examples of what they can do if they experience or witness bullying; ● Say who they could get help from in a bullying situation. ● Explain the difference between a secret and a nice surprise; ● Identify situations as being secrets or surprises; ● Identify who they can talk to if they feel uncomfortable about any 	<ul style="list-style-type: none"> ● Demonstrate simple ways of giving positive feedback to others. ● Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. ● Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); ● Understand and describe some of the things that people are capable of at these different stages. ● Identify which parts of the human body are private; ● Explain that a person's genitals help them to make babies when they are grown up; ● Understand that humans mostly have the same body parts but that they can look different from person to person. ● Explain what privacy means; ● Know that you are not allowed to touch someone's private belongings without their permission; ● Give examples of different types of private information. <p>SCARF Lessons:</p>	<ul style="list-style-type: none"> ● Identify different types of relationships; ● Recognise who they have positive healthy relationships with. ● Understand what is meant by the term body space (or personal space); ● Identify when it is appropriate or inappropriate to allow someone into their body space; ● Rehearse strategies for when someone is inappropriately in their body space. ● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; ● Recognise how different surprises and secrets might make them feel; ● Know who they could ask for help if a secret made them feel uncomfortable or unsafe. ● Recognise that babies come from the joining of an egg and sperm; ● Explain what happens when an egg doesn't meet a sperm; ● Understand that for girls, periods are a normal part of puberty. <p>SCARF</p>	<ul style="list-style-type: none"> ● Describe some of the changes that happen to people during their lives; ● Explain how the Learning Line can be used as a tool to help them manage change more easily; ● Suggest people who may be able to help them deal with change. ● Name some positive and negative feelings; ● Understand how the onset of puberty can have emotional as well as physical impact ● Suggest reasons why young people sometimes fall out with their parents; ● Take part in a role play practising how to compromise. ● Identify parts of the body that males and females have in common and those that are different; ● Know the correct terminology for their genitalia; ● Understand and explain why puberty happens. ● Know the key facts of the menstrual cycle; ● Understand that periods are a normal part of puberty for girls; ● Identify some of the ways to cope better with periods. 	<ul style="list-style-type: none"> ● Use a range of words and phrases to describe the intensity of different feelings ● Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; ● Explain strategies they can use to build resilience. ● Identify people who can be trusted; ● Understand what kinds of touch are acceptable or unacceptable; ● Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. ● Explain how someone might feel when they are separated from someone or something they like; ● Suggest ways to help someone who is separated from someone or something they like. ● Know the correct words for the external sexual organs; ● Discuss some of the myths associated with puberty. ● Identify some products that they may need during puberty and why; ● Know what menstruation is and why it happens. 	<ul style="list-style-type: none"> ● Recognise some of the changes they have experienced and their emotional responses to those changes; ● Suggest positive strategies for dealing with change; ● Identify people who can support someone who is dealing with a challenging time of change. ● Understand that fame can be short-lived; ● Recognise that photos can be changed to match society's view of perfect; ● Identify qualities that people have, as well as their looks. ● Define what is meant by the term stereotype; ● Recognise how the media can sometimes reinforce gender stereotypes; ● Recognise that people fall into a wide range of what is seen as normal; ● Challenge stereotypical gender portrayals of people. ● Understand the risks of sharing images online and how these are hard to control, once shared; ● Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;

	<p>secret they are told, or told to keep.</p> <ul style="list-style-type: none"> Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> Inside my wonderful body! Taking care of a baby Then and now Who can help? (2) Surprises and secrets Keeping privates private 	<ul style="list-style-type: none"> A helping hand Sam moves house Haven't you grown! My body, your body Respecting privacy 	<ul style="list-style-type: none"> Relationship Tree Body space Secret or surprise? My changing body 	<ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> What makes me ME! Making choices (formerly Ed6 Learns to be human) SCARF Hotel Harold's Seven Rs My school community (1) Moving house My feelings are all over the place! All change! Period positive Secret or surprise? Together 	<ul style="list-style-type: none"> Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. <p>SCARF Lessons:</p> <ul style="list-style-type: none"> How are they feeling? Taking notice of our feelings Dear Hetty Changing bodies and feelings Growing up and changing bodies Help! I'm a teenager - get me out of here! It could happen to anyone Dear Ash 	<ul style="list-style-type: none"> Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means. Explain how HIV affects the body's immune system; Understand that HIV is difficult to transmit; Know how a person can protect themselves from HIV.
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