

SOUTH FARNBOROUGH INFANT SCHOOL

PSHE & Relationships Education Policy



Person responsible: Aggie Paintin and Kirsty Dickson

Presented to Governors: December 2024

Review Date: December 2027

1. How this Policy was developed

This policy was written by Aggie Paintin (PSHE co-ordinator) and developed in consultation with parents, teachers and other school staff, governors and the pupils at South Farnborough Infant School. 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 governing body.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools¹.

We at South Farnborough Infant School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;

¹Except Independent Schools where PSHE education remains statutory.

5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At South Farnborough Infant School, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices². It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Aggie Paintin, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge. Find out about [SCARF's three different assessment strands here](#).

² SCARF long term planning document <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

5. What is being taught

In the appendices you will find the SCARF medium term planning for Key stage 1 and the Early Years Foundation Stage³.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it is strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

6. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching

³ SCARF medium term planning documents <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

methods, e.g. activity sheets, films, songs, online games, and drama techniques. Sometimes, PSHE lessons will be taught to the year group as a whole, led by the year group leader and their teachers.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our school [website](#). You can view the SCARF [Creating a Safe Learning environment guidance here](#).

Support is provided to children experiencing difficulties on a one-to-one basis, via our Teachers, Learning Support Assistants and Special Needs Assistants. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

7. How PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE at South Farnborough Infant School:

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This enables both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

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

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 Learning 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 in order 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 4% of pupils will go on to define themselves as gay, lesbian, bisexual or pansexual (GLBP). It is possible that some pupils will also have GLBP 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 anti-bullying, equality, diversity and inclusion for further information.

9. Parental concerns and withdrawal of students

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.

Before granting a request to withdraw a child/ren, the head teacher 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 head teacher 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 Education 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. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school.

10. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead, Aggie Paintin.

11. Policy Review and Development Plan

The policy will be reviewed at least every three years, in consultation with parents, teachers and other school staff, governors and pupils.

12. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

Useful resources/Appendix

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources: <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education-teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>

Early Years		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	

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		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about similarities and differences; • Name special people in their lives; • Describe different feelings; • Identify who can help if they are sad, worried or scared; • Identify ways to help others or themselves if they are sad or worried.
FPC1, FPC3, RR1, RR4, RR5, CF1	All about me	<ul style="list-style-type: none"> • Talk about their own interests; • Talk about their families; • Talk about how they are the same or different to others.
FPC1, FPC3, RR1, RR3, RR4	What makes me special	<ul style="list-style-type: none"> • Share their favourite interests and objects; • Talk about themselves positively; • Listen to what others say and respond.
FPC1, FPC2, FPC3, CF1, RR1	Me and my special people	<ul style="list-style-type: none"> • Talk about the important people in their lives; • Understand that we have different special people; • Name key people outside of families that care for them.
FPC1, FPC2, FPC4, FPC6, CF1, CF2, CF3, CF5, BS5, BS8, MW9	Who can help me?	<ul style="list-style-type: none"> • Talk about when they might feel unsafe or unhappy; • Name the people who will help them; • Notice when a friend is in need at school and help them.
FPC2, FPC6, MW2, MW3, MW6, MW7, MW9, CF5	My feelings	<ul style="list-style-type: none"> • Describe different emotions; • Explore how we feel at certain times or events; • Identify ways to change feelings and calm down.
MW2, MW3, MW6, MW7, MW9, CF2, CF5, FPC6	My feelings (2)	<ul style="list-style-type: none"> • Identify events that can make a person feel sad; • Suggest ways in which they can help a friend who is sad; • Choose ways to help themselves when they feel sad.
	Valuing Difference	
		<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p>

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		<ul style="list-style-type: none"> • Be sensitive towards others and celebrate what makes each person unique; • Recognise that we can have things in common with others; • Use speaking and listening skills to learn about the lives of their peers; • Know the importance of showing care and kindness towards others; • Demonstrate skills in building friendships and cooperation.
RR1, RR4	I'm special, you're special	<ul style="list-style-type: none"> • Describe their own positive attributes; • Share their likes and dislikes; • Listen to and respect the ideas of others.
CF1, CF2, CF3, RR1, RR4, RR5, BS6, MW3	Same and different	<ul style="list-style-type: none"> • Recognise the similarities and differences amongst their peers; • Discuss why differences should be celebrated; • Retell a story.
FPC1, FPC2, FPC3, FPC4, RR1	Same and different families	<ul style="list-style-type: none"> • Talk about their family, customs and traditions; • Listen to others talk about their experiences; • Compare their own experiences with those of others.
RR1, RR3	Same and different homes	<ul style="list-style-type: none"> • Recognise the similarities and differences between their home and those of others; • Talk about what makes their home feel special and safe; • Be sensitive towards others.
CF2, CF3, RR2, RR3	Kind and caring (1)	<ul style="list-style-type: none"> • Suggest ways in which we can be kind towards others; • Demonstrate skills in cooperation with others.
CF1, CF2, CF3, RR1, RR2, RR3	Kind and caring (2)	<ul style="list-style-type: none"> • Show friendly behaviour towards a peer; • Build relationships with others.
	Keeping Safe	
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe; • Name ways to stay safe around medicines; • Know how to stay safe in their home, classroom and outside; • Know age-appropriate ways to stay safe online;

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		<ul style="list-style-type: none"> Name adults in their lives and those in their community who keep them safe.
MW3, HP4, HP5, BS5	What's safe to go onto my body	<ul style="list-style-type: none"> Name things that keep their bodies safe; Name things that keep their bodies clean and protected; Think about how to recognise things that might not be safe.
HE3, HP3, PHF4, DAT1	Keeping myself safe - what's safe to go into my body (including medicines)	<ul style="list-style-type: none"> Make safe decisions about items they don't recognise; Talk about what our bodies need to stay well; Name the safe ways to store medicine and who can give it to children (adults).
FPC1, BS5	Safe indoors and outdoors	<ul style="list-style-type: none"> Name some hazards and ways to stay safe inside; Name some hazards and ways to stay safe outside; Show how to care for the safety of others.
BS3, BS5, BS6, BS7 RR8	Listening to my feelings (1)	<ul style="list-style-type: none"> Name the adults who they can ask for help from, and will keep them safe; Recognise the feelings they have when they are unsafe; Talk about keeping themselves safe, safe touches and consent.
OR3, BS2, BS5, BS6	Keeping safe online	<ul style="list-style-type: none"> Share ideas about activities that are safe to do on electronic devices; What to do and who to talk to if they feel unsafe online.
FPC2, FPC6, BS4, BS5, BS6, BS8	People who help to keep me safe	<ul style="list-style-type: none"> Name the people in their lives who help to keep them safe; Name people in their community who help to keep them safe; Talk about ways to keep themselves safe in their environment.
	Rights and Respect	
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Understand that they can make a difference; Identify how they can care for their home, school and special people; Talk about how they can make an impact on the natural world; Talk about similarities and differences between themselves;

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		<ul style="list-style-type: none"> ● Demonstrate building relationships with friends.
FPC1, FPC2, FPC3, FPC4	Looking after my special people	<ul style="list-style-type: none"> ● Name the special people in their lives; ● Understand that our special people can be different to those of others.
CF1, CF2, CF3, RR1, RR8, BS6	Looking after my friends	<ul style="list-style-type: none"> ● Talk about why friends are important and how they help us; ● Identify ways to care for a friend in need; ● Identify ways to help others in their community.
RR2, RR3	Being helpful at home and caring for our classroom	<ul style="list-style-type: none"> ● Identify ways in which they help at home; ● Recognise the importance of taking care of a shared environment; ● Name ways in which they can look after their learning environment.
FPC1, RR3	Caring for our world	<ul style="list-style-type: none"> ● Think about what makes the world special and beautiful; ● Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; ● Talk about what can happen to living things if the world is not cared for.
	Looking after money (1): recognising, spending, using	<ul style="list-style-type: none"> ● Recognise coins and other items relating to money; ● Identify the uses of money.
	Looking after money (2): saving money and keeping it safe	<ul style="list-style-type: none"> ● Talk about why it's important to keep money safe; ● Identify ways to save money; ● Talk about why we save money.
	Being My Best	
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Feel resilient and confident in their learning; ● Name and discuss different types of feelings and emotions; ● Learn and use strategies or skills in approaching challenges; ● Understand that they can make healthy choices; ● Name and recognise how healthy choices can keep us well.

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MW2, MW3, CF2, RR2	Bouncing back when things go wrong	<ul style="list-style-type: none"> ● Share an experience where they haven't achieved their goal; ● Develop their confidence and resilience towards having a growth mindset; ● Name a strategy to overcome a hurdle.
MW2, MW3, CF2	Yes, I can!	<ul style="list-style-type: none"> ● Share an experience where they haven't achieved their goal. ● Develop their confidence and resilience towards having a growth mindset. ● Name a strategy to overcome a hurdle.
HE1, HE2	Healthy eating (1)	<ul style="list-style-type: none"> ● Name and choose healthy foods and drink; ● Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); ● Explain the jobs of different food groups.
HE1	Healthy eating (2)	<ul style="list-style-type: none"> ● Name and choose healthy foods and drink; ● Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); ● Explain the jobs of different food groups.
PHF2, HE1, HP3, HP4, HP5	Move your body	<ul style="list-style-type: none"> ● Describe the changes in their body during exercise and what is happening to their body; ● Explain how exercise can help us stay well - physically and mentally; ● Name some ways to keep their body fit and well.
HP3, HP4, HP5	A good night's sleep	<ul style="list-style-type: none"> ● Understand why our body needs sleep; ● Talk about their own bedtime routine; ● Suggest ways to have a calm evening and bedtime routine.
	Growing and Changing	
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Understand that there are changes in nature and humans; ● Name the different stages in childhood and growing up; ● Understand that babies are made by a man and a woman; ● Use the correct vocabulary when naming the different parts of the body; ● Know how to keep themselves safe.

Early Years

CAB1	Seasons	<ul style="list-style-type: none"> Name the different seasons and describe their differences; Explain the changes that occur as seasons change; Talk about how they have grown in resilience.
CAB1	Life stages - plants, animals, humans	<ul style="list-style-type: none"> To understand that animals and humans change in appearance over time; Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals); Make observations and ask questions about living things.
FPC2, FPC3, FPC4, FPC5, CAB1, BS3		<ul style="list-style-type: none"> Retell a story and respond to questions about it. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up.
FPC1, FPC3, FPC4, RR1, CAB1	Where do babies come from?	<ul style="list-style-type: none"> Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. Understand that every family is different. Talk about similarities and differences between themselves and others.
FPC1, FPC3, FPC4, RR1, CAB1, HE1, HE3, HP3	Getting bigger	<ul style="list-style-type: none"> Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique.
BS2, BS3, BS7, RR7, RR8	Me and my body - girls and boys	<ul style="list-style-type: none"> Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe.

YEAR 1		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2, RR3	Why we have classroom rules	<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.
RR1, CF2, CF4, CF5	How are you listening?	<ul style="list-style-type: none"> ● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel.
BS5, MW2, MW3, MW4, MW7	Thinking about feelings	<ul style="list-style-type: none"> ● Recognise how others might be feeling by reading body language/facial expressions; ● Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).
BS5, MW1, MW2, MW3, MW4, MW7	Our feelings	<ul style="list-style-type: none"> ● Identify a range of feelings; ● Identify how feelings might make us behave; ● Suggest strategies for someone experiencing 'not so good' feelings to manage these.
MW2, MW3, MW6, MW7	Feelings and bodies	<ul style="list-style-type: none"> ● Recognise that people's bodies and feelings can be hurt; ● Suggest ways of dealing with different kinds of hurt.
CF1, CF2, CF3	Good friends	<ul style="list-style-type: none"> ● Identify simple qualities of friendship; ● Suggest simple strategies for making up.
	Valuing Difference	
FPC3, FPC4, RR1, RR2	Same or different?	<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.
CF2, CF3, CF4, RR5, RR6, MW8	Unkind, tease or bully?	<ul style="list-style-type: none"> ● Explain the difference between unkindness, teasing and bullying; ● Understand that bullying is usually quite rare.

YEAR 1		
RR3, RR5, BS1	Harold's school rules	<ul style="list-style-type: none"> ● Explain some of their school rules and how those rules help to keep everybody safe.
CF2, CF3, CF4, RR2, RR3	It's not fair!	<ul style="list-style-type: none"> ● Recognise and explain what is fair and unfair, kind and unkind; ● Suggest ways they can show kindness to others.
FPC1, FPC2, FPC3, FPC4, MW6	Who are our special people?	<ul style="list-style-type: none"> ● Identify some of the people who are special to them; ● Recognise and name some of the qualities that make a person special to them.
FPC3, FPC4	Our special people balloons	<ul style="list-style-type: none"> ● 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.
Keeping Safe		
HP3	Super sleep	<ul style="list-style-type: none"> ● Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; ● Identify simple bedtime routines that promote healthy sleep.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help? (1)	<ul style="list-style-type: none"> ● Recognise emotions and physical feelings associated with feeling unsafe; ● Identify people who can help them when they feel unsafe.
FPC6, RR8, BS1, BS2, BS5, BS7, BS8	Good or bad touches?	<ul style="list-style-type: none"> ● 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.
RR8, OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH3, ISH5, ISH7	Sharing pictures	<ul style="list-style-type: none"> ● Start thinking about how to stay safe online, including safety around sharing images; ● Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.
DAT1	What could Harold do?	<ul style="list-style-type: none"> ● Understand that medicines can sometimes make people feel better when they're ill; ● Explain simple issues of safety about medicines and their use.
MW2	Harold loses Geoffrey	<ul style="list-style-type: none"> ● Recognise the range of feelings that are associated with loss.

YEAR 1		
	Rights and Respect	
CF2, CF4, RR2, RR3, RR5	Harold has a bad day	<ul style="list-style-type: none"> ● Recognise how a person's behaviour (including their own) can affect other people.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	<ul style="list-style-type: none"> ● Identify what they like about the school environment; ● Recognise who cares for and looks after the school environment.
RR5	Taking care of something	<ul style="list-style-type: none"> ● Demonstrate responsibility in looking after something (e.g. a class pet or plant); ● Explain the importance of looking after things that belong to themselves or to others.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's money	<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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	<ul style="list-style-type: none"> ● 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).
BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> ● See link to external resources for further information.
	Being My Best	
HE1, HE2, HE3	I can eat a rainbow	<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.
HE1, HE2, HE3	Eat well	<ul style="list-style-type: none"> ● 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.

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HP4, HP5	Harold's was up and brush up	<ul style="list-style-type: none"> ● Recognise the importance of regular hygiene routines; ● Sequence personal hygiene routines into a logical order.
HP5	Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> ● Understand how diseases can spread; ● Recognise and use simple strategies for preventing the spread of diseases.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold learns to ride his bike	<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.
CF2, CF5, RR1, RR3, RR5	Pass on the praise!	<ul style="list-style-type: none"> ● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel.
PHF4	Inside my wonderful body! (OPTIONAL)	<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.
	Growing and Changing	
PHF1, PHF3, HP3, HP4	Healthy me	<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.
CAB1	Then and now	<ul style="list-style-type: none"> ● 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.
FPC2, CAB1	Taking care of a baby	<ul style="list-style-type: none"> ● 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.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help? (2)	<ul style="list-style-type: none"> ● 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.
FPC6, CF4, RR8,	Surprises and secrets	<ul style="list-style-type: none"> ● Explain the difference between a secret and a nice

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BS1, BS2, BS4, BS5, BS6, BS7, BS8		<p>surprise;</p> <ul style="list-style-type: none"> ● Identify situations as being secrets or surprises; ● Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
BS3, BS7	Keeping privates private	<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.

YEAR 2		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2	Our ideal classroom (1)	<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.
RR3	Our ideal classroom (2) (OPTIONAL)	<ul style="list-style-type: none"> ● The conventions of courtesy and manners.
MW2, MW3	How are you feeling today?	<ul style="list-style-type: none"> ● 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.
MW2, MW9	Let's all be happy	<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.
CF1, CF2, CF3	Being a good friend	<ul style="list-style-type: none"> ● Recognise that friendship is a special kind of relationship; ● Identify some of the ways that good friends care for each other.
RR5, RR6	Types of bullying	<ul style="list-style-type: none"> ● Explain the difference between bullying and isolated unkind behaviour; ● Recognise that there are different types of bullying and unkind behaviour; ● Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
RR5, RR6	Don't do that!	<ul style="list-style-type: none"> ● Understand and describe strategies for dealing with bullying; ● Rehearse and demonstrate some of these strategies.
RR5, RR6	Bullying or teasing? (OPTIONAL)	<ul style="list-style-type: none"> ● 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.

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	Valuing difference	
RR1, RR2	What makes us who we are?	<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.
FPC1, FPC2, FPC3, FPC4	My special people	<ul style="list-style-type: none"> ● Identify people who are special to them; ● Explain some of the ways those people are special to them.
RR2, MW3	How do we make others feel?	<ul style="list-style-type: none"> ● Recognise and explain how a person's behaviour can affect other people.
CF3, MW7	When someone is feeling left out	<ul style="list-style-type: none"> ● 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.
CF3, RR2, RR3, MW3	An act of kindness	<ul style="list-style-type: none"> ● 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.
CF4, CF5	Solve the problem	<ul style="list-style-type: none"> ● Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); ● Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
	Keeping Safe	
MW3, MW5, DAT1	Harold's picnic	<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 about medicines and their use.
BS1, BS3, BS5	How safe would you feel?	<ul style="list-style-type: none"> ● Identify situations in which they would feel safe or unsafe; ● Suggest actions for dealing with unsafe situations including who they could ask for help.
BS1, BS3, BS4	What should Harold	<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

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	say?	keeping themselves and others safe.
BS3, BS4, MW2, RR8	I don't like that!	<ul style="list-style-type: none"> ● 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.
BS1, BS3, BS5	Fun or not?	<ul style="list-style-type: none"> ● 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.
BS1, BS2, BS3, BS5	Should I tell?	<ul style="list-style-type: none"> ● 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.
	Rights and respect	
CF5, RR3, RR5, RR6	Getting on with others	<ul style="list-style-type: none"> ● Describe and record strategies for getting on with others in the classroom.
MW3, MW4	When I feel like erupting	<ul style="list-style-type: none"> ● Explain, and be able to use, strategies for dealing with impulsive behaviour.
BS6, BS7, BS8	Feeling safe	<ul style="list-style-type: none"> ● Identify special people in the school and community who can keep them safe; ● Know how to ask for help.
OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH2, ISH3, ISH5, ISH7	Playing games	<ul style="list-style-type: none"> ● Know the importance of keeping personal information private, when online and only talking to people they know in real life; ● Know that they can tell an adult they trust if anything happens that makes them worried.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	<ul style="list-style-type: none"> ● 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.
Wider PSHE	Harold goes camping	<ul style="list-style-type: none"> ● Recognise that money can be spent on items which are

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curriculum (not covered by DfE statutory requirements)	(OPTIONAL)	<p>essential or non-essential;</p> <ul style="list-style-type: none"> ● Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment?	<ul style="list-style-type: none"> ● Identify what they like about the school environment; ● Identify any problems with the school environment (e.g. things needing repair); ● Make suggestions for improving the school environment; ● Recognise that they all have a responsibility for helping to look after the school environment.
Being My Best		
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	<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.
MW3, PHF2, HE1	My day	<ul style="list-style-type: none"> ● Understand and give examples of things they can choose themselves and things that others choose for them; ● Explain things that they like and dislike, and understand that they have choices about these things; ● Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
HP5, HP6	Harold's postcard - helping us to keep clean and healthy	<ul style="list-style-type: none"> ● Explain how germs can be spread; ● Describe simple hygiene routines such as hand washing; ● Understand that vaccinations can help to prevent certain illnesses.
HP4	Harold's bathroom	<ul style="list-style-type: none"> ● Explain the importance of good dental hygiene; ● Describe simple dental hygiene routines.
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	<ul style="list-style-type: none"> ● 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.
PHF1, HE1, HP3	My body needs... (OPTIONAL)	<ul style="list-style-type: none"> ● Understand that the body gets energy from food, water and oxygen; ● Recognise that exercise and sleep are important to

YEAR 2		
		health.
BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> ● See link to external resources for further information.
	<i>Growing and Changing</i>	
CF3	A helping hand	<ul style="list-style-type: none"> ● Demonstrate simple ways of giving positive feedback to others.
MW2	Sam moves house	<ul style="list-style-type: none"> ● Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
CAB1	Haven't you grown?	<ul style="list-style-type: none"> ● 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.
BS2, CAB1	My body, your body	<ul style="list-style-type: none"> ● Identify which parts of our body are private; ● Explain that our genitals help us make babies when we are older; ● Understand that we mostly have the same body parts but how they look is different from person to person.
BS2	Respecting privacy	<ul style="list-style-type: none"> ● 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.
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	<ul style="list-style-type: none"> ● 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 their safety network so they can help it stop.