



IDE HILL PRIMARY SCHOOL  
RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION  
AND HEALTH EDUCATION POLICY

REVIEWED: June 2025  
REVIEW DATE: June 2026

Chair of Governors Signature

Date: 04/06/2025

Headteacher Signature

Date: 04/06/2025

This policy is subject to review and evaluation by the Headteacher and Governing Body.

***"Do Everything in Love"*** 1 Corinthians 16:14

Introduction:

**"Do everything in Love" 1 Corinthians 16:14**

At Ide Hill CE Primary School, our ethos and vision "Do everything in love" shapes all that we do. Through teaching, learning and experiencing of our school values, it is our aim that all children seek the 'abundant life' that Jesus promised for all (John 10:10) and that they are able to flourish in a caring, nurturing environment.

We aim for children to form a positive attitude towards school and positive attendance. Our values of Love, Respect and Responsibility support us in our aim for all children to develop a love of God, a love learning, a love of everyone and a love of life.

We are a Nurture UK school and as such we place a specific focus on how well children are nurtured through their time with us. Our approach is underpinned by the six principles of nurture.



Ide Hill CE School is a Silver Rights Respecting school. We ensure that all members of our school community are aware of the UN convention for the rights of the child. Article 28 states: *Every child has the right to an education.* This policy support's children's entitlement to this right. Article 3 states: *The best interests of the child must be top priority in all decisions and actions that affect children.* This policy has been written in the best interests of the children.

Policy development

This policy was created in consultation with members of our school community. We have taken the following approach to the review of this policy:

- The policy has been reviewed by members of the school's senior leadership team and PSHE subject leader using guidance documentation obtained from Kent County Council and from the Diocese of Rochester.
- All school staff have been given the opportunity to read the policy and to make recommendations.
- Parents and governors have had the opportunity to read the policy and raise questions.
- Once finalised, this policy was ratified by the governing body including the governor with responsibility for Safeguarding.

***"Do Everything in Love" 1 Corinthians 16:14***

- The policy will be reviewed by the PSHE subject leader annually and shared with the school community for information. A full policy consultation will be held with all stakeholders in 2025 or once the Government have updated their changes. Until this time stakeholders are invited to raise questions with the school via the school office.

Documents that have informed the school's Relationships Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Guidance "Relationships Education, Relationships and Sex Education and Health Education in Church of England Schools, (November 2019)
- Keeping children safe in education
- Children and Social Work Act (2017)

This policy should be read in conjunction with the following school policies:

- Safeguarding and Child protection policy
- Online Safety Policy including children's online safety policy
- Equality Scheme
- Behaviour Policy
- Anti Bullying Policy
- Wellbeing policy
- Staff acceptable use policies

***"Do Everything in Love"*** 1 Corinthians 16:14

### Purpose and Principles

At Ide Hill Church of England School, we believe in providing every child with open, honest, accurate and age-appropriate lessons all about relationships. The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Ide Hill Church of England School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship. Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and wellbeing.

Relationship Education forms an important part of the PSHE curriculum and is an essential and integral part of the broad and balanced curriculum taught at our school. Our provision for Relationship Education contributes towards the school's ethos, supporting children and young people in their development. We encourage children to play a positive role in contributing to the life of the school and the wider community in order to develop their sense of self-worth, respect for themselves, respect for others and to understand their rights and responsibilities. Through the school's vision and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world. We value our close partnership with our school community and will promote open and informative two-way communication with parents and carers.

We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children. Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community.

Through our Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

This policy sets out our school's approach to Relationships Education; a statutory component of the PSHE and Citizenship curriculum from September 2020. Through this policy we aim to set out:

- the purpose of Relationships Education and the intended outcomes for pupils
- what is covered in our curriculum
- how the curriculum will be delivered to children

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) which is underpinned by two key biblical passages:

*"So God created humankind in his image, in the image of God he created them"* Genesis 1:27 NRSV

*"I have come in order that you might have life – life in all its fullness"* John 10:10 GNB

### Statutory Regulations

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Relationships Sex Education and is an important part of PSHE education (DfE 2014). This states that:

***"Do Everything in Love"*** 1 Corinthians 16:14

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)
- All schools must have due regard for the Secretary of State's guidance; this is a statutory duty.
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science, which must be taught to all pupils of primary and secondary age eg the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).
- Schools have a legal duty to promote the well-being of their pupils (Education and Inspections Act 2006, Section 38) and RSE contributes to this duty.
- School Governors are in law expected to give 'due regard' to the RSE 2000 guidance and to maintain an up to date RSE policy, which must be made available to parents (Learning Skills Act 2000).
- Parents have a right to withdraw their children from any school RSE taught outside of the Science curriculum (Education Act 1996 and Learning Skills Act 2000).

Curriculum Intent Statement: Children should gain knowledge, skills and vocabulary across a range of subjects which they can relate to wider concepts and a real understanding. Activities should develop as the children progress through school and should be precisely mapped to ensure progression. The National Curriculum should not be considered a glass ceiling for each key stage but recognition of bare minimums for knowledge and understanding.

#### Definition of Relationships Education

Relationships Education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults.

Children need to learn about relationships, the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. Through health education, children will learn about physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

Relationships and Sex Education (RSE) teaches the importance of stable and loving relationships (which includes marriage), respect, love, responsibility and care. Through RSE children will learn about puberty, how a baby is conceived and born, body ownership. Our PSHE curriculum also covers aspects of online safety and for this reason there is a curriculum crossover with PSHE and the Computing curriculum. All of this helps to keep them safe.

#### Relationships Curriculum

##### What will be taught?

At Ide Hill CE School, we use the SCARF curriculum to deliver relationships education to children from Reception to year 6. The RSE lessons provided within SCARF curriculum provides the framework for a whole-school approach to improving children's wellbeing and progress, based the SCARF values: **SAFETY**, **CARING**, **ACHIEVEMENT**, **RESILIENCE** and **FRIENDSHIP** and are designed to help children to be safe, healthy and happy.

The themes for our SCARF Relationships Education Scheme of Work are as follows:

***"Do Everything in Love"*** 1 Corinthians 16:14

Primary/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
<b>Reception</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Year 1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe Keeping healthy Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Year 2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Year 3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Year 4</b>	Healthy relationships Listening to feelings Bullying	Recognising and celebrating difference (including religions)	Managing risk Understanding the norms of drug use	Making a difference (different ways of)	Having choices and making	Body changes during puberty

***"Do Everything in Love"*** 1 Corinthians 16:14

	Assertive skills	and cultural difference) Understanding and challenging stereotypes	(cigarette and alcohol use) Influences Online safety	helping others or the environment) Media influence Decisions about spending money	decisions about my health Taking care of my environment My skills and interests	Managing difficult feelings Relationships including marriage
<b>Year 5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Year 6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

***"Do Everything in Love"*** 1 Corinthians 16:14

### How will children be taught?

Relationships Education lessons will be delivered through PSHE, Computing and in Science. Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided. In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities, including: whole class, group work, 1:1, and using film/video.

The school will attempt to deal factually with children's questions as they arise. This will be done within the context of family life and growing up. The teacher will be aware of the maturity of the class and will match carefully the teaching level to their level of understanding.

### Safeguarding

All schools are required by the Education and Inspections Act 2006 to 'promote the well-being of pupils at the school'. We are committed to the well-being of our pupils. In the classroom, the aim is to strike a balance between helping pupils to feel respected, safe and able to participate fully and openly while still protecting privacy and safeguarding welfare.

Effective teaching and learning in PSHE / RSE actively encourages pupils to share thoughts and voice opinions, so it is important to establish boundaries and clarify at the outset with pupils what will happen to any personal information they might disclose in the classroom. Within school, the following protocol must be followed:

- Everyone has the right to be listened to and supported.
- Staff will only talk in a professional manner about pupils and their families.
- Information is shared on a strict need to know basis where the best interests of that person are central.
- School staff can never offer unconditional confidentiality; this needs to be clearly understood from the outset.

Potential safeguarding issues are treated seriously and procedures are invoked accordingly and appropriately as per the school Safeguarding Policy.

- Any pupil disclosures will be managed as per the school Safeguarding Policy.
- Ground Rules will always be established by teachers in order to create a 'safe environment' in which children do not feel: embarrassed or anxious about unintended or unexpected questions or comments from pupils. These ground rules are:
- No one will have to answer a personal question; No one will be forced to take part in a discussion;
- Only the correct, scientific names for body parts will be used;
- Meanings of words will be explained in a factual and sensible way.
- Difficult or explicit questions do not have to be answered directly but may be answered individually later, at a time, with honesty and due regard for the age and maturity of the child as well as being within the school's agreed framework of values.
- Other professionals sometimes work to a different code of conduct e.g. school nurses. This will always be conveyed clearly in order to minimise confusion and breakdown of trust
- Distancing techniques will be used to help teachers to avoid embarrassment and protect pupils' privacy by depersonalising discussions.
- All child Protection concerns will be brought to the attention of the Designated Child Protection Officer as per the Child Protection and Safeguarding Policy.

***"Do Everything in Love" 1 Corinthians 16:14***

### Roles and Responsibilities

The Governing Body will

- be actively involved in the consultation process for this policy
- understand the process for the review of this policy
- ratify the Relationship Education policy

The Head Teacher will

- Will be responsible for ensuring that Relationship Education is taught consistently across the school.
- Manage requests for pupils to be withdrawn from non-statutory components of Relationship Education.

Staff are responsible for

- Delivering Relationship Education in a sensitive way
- Modelling positive attitudes to Relationship Education
- Monitoring progress of pupils and responding to pupil's needs.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of Relationship Education
- Notifying parents by letter / email before any year group embarks upon its RSE programme to detail the RSE programme overview and to remind parents of their right to withdraw their child from RSE lessons.
- Write to parents of children in years 4 – 6 to offer the opportunity to view teaching resources before the content is taught to the children (e.g. video clips, images etc.). Parents may request a meeting with the class teacher by making an appointment via the school office. Before the teaching of the 'How are babies made' unit in Year 6, parents will be invited in to view the materials.

Pupils are expected to

- engage fully in Relationship Education
- treat others with respect and sensitivity.

Parents and Carers

- to be aware of subject content in each year group
- to reinforce or extend teaching appropriately within the home context.

### Assessment, recording and reporting:

Teaching and learning of PSCE and RSE will be assessed through a range of assessment methods including:

- Assessment for learning
- Peer Assessment
- Teacher Assessment
- Student self assessment

### Equal Opportunities:

We recognise and celebrate that God has made each of us as a unique human being and we are all equally valued. Abusive, disrespectful and judgmental comments or attitudes will never be tolerated.

The school's equal opportunities policy applies to all areas of the curriculum, including Relationships Education. Where appropriate teaching materials and activities reflect the ethnic, and cultural diversity of society. We will not stereotype, in terms of: faith, race, gender, cultural and sexual orientation. Pupils'

***"Do Everything in Love" 1 Corinthians 16:14***

religious beliefs are always respected. We are committed to the provision of RSE to all of our pupils. Pupils with special or additional educational needs will be supported in their learning and understanding.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). By teaching inclusive RSE we will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect

#### Parents' Right to Withdraw

The DfE recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, it does state that (p. 23):

*"The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals."*

*"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively...It (the sex education programme) should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."*

Parents do not have the right to withdraw their children from Relationships Education. Parents do however have the right to withdraw their children from the non-statutory/non-science components of sex education within the curriculum. Sex education includes puberty, conception, reproduction and birth. Puberty is already statutory under Health Education and National Curriculum Science. Birth and reproduction are also included in Science National Curriculum so parents cannot withdraw children from this teaching.

Parents **can** however withdraw children from specific teaching on sexual intercourse and IVF within the Y6 "Making Babies" unit.

Those considering withdrawing their child from this additional teaching within this unit are asked to speak with their child's class teacher in order to find out more about this before submitting a formal request in writing to the Headteacher. Please note that children cannot withdraw from the whole unit, they must still receive the statutory /science elements of teaching.

***"Do Everything in Love"*** 1 Corinthians 16:14

## SCARF Relationships Curriculum Learning Outcomes: Me and My Relationships

Reception/P1 Key themes Feelings Getting help			Y1/P2 Key themes Feelings Getting help Classroom rules			Y2/P3 Key themes Feelings/self-regulation Being a good friend Bullying and teasing Our school rules about bullying			Y3/P4 Key themes Cooperation Friendships			Y4/P5 Key themes Recognising feelings Bullying Assertive skills			Y5/P6 Key themes Feelings Friendship skills, including compromise. Assertive skills		
Learning Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions
1. Talk about similarities and differences.	I can recognise and be sensitive to the differences of others.	In a conflict, can they explain what happened and how they feel?	1. Describe different feelings and how they can make our bodies feel.	I can name different feelings and how they might make me behave.	Do they use accurate vocabulary to describe feelings (beyond happy or sad)?	1. Recognise that people have different ways of expressing their feelings	I understand we have different ways to express our feelings.	Do they show empathy towards other children when they are upset or angry?	1. To know that feelings and emotions help a person cope with difficult times.	I can communicate my feelings and use this to try to manage my emotions.	Do they use effective vocabulary when explaining how they are feeling?	1. To know that feelings can vary by intensity, person and change over time.	I can talk about how feelings change and be different for others.	Do they use a variety of vocabulary for different intensity of feelings. For example to describe anger they would use frustrated, cross, mad, fed up, irritated, annoyed.	1. To learn characteristics and skills in assertiveness	I can be assertive to keep myself happy, healthy and safe.	Is their behaviour flexible in their response to feelings according to context. For example would they behave differently if someone cried after hurting themselves, to if someone cried after losing a game.
2. Name special people in their lives.	I can name people who help me and describe ways to help others.	Do they ask trusted adults for help with their emotions or conflicts?	2. To know some strategies of dealing with 'not so good' feelings.	I can suggest ways of dealing with 'not so good' feelings and how to help others.	Can they explain how their body is feeling (even if in their own way) e.g. butterflies in their tummy, heart racing, feeling hot, red cheeks.	2. To identify different ways to respond to the feelings of others.	I can express my feelings in a safe, controlled way.	Do they behave appropriately around those who are showing signs of anger, frustrations or other heightened emotions? (e.g. leaving them alone, offering help, asking for an adult's assistance)	2. To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.	I can collaborate with a team to achieve a goal.	Are they able to self-regulate heightened emotions of anger or frustration?	2. To know and understand the qualities of a 'positive, healthy relationship'.	I can read different emotions by a person's body language.	Do they have empathy towards others who react differently to a situation to themselves?	2. To apply their collaborative skills to friendships and assertiveness.	I can use strategies to resolve arguments or disagreements.	Can they manage most disputes in their friendship circles? Can they compromise and negotiate with their friends?
3. Describe different feelings	I can talk about feelings and what can cause them.	Can they self-regulate and/or use strategies when upset or angry? Do they recognise when they may need to do something to help their emotions?	3. To understand how our actions can hurt the feelings of others.	I can recognise when I need help and who to ask.	Do they talk about how their actions can effect people's feelings?	3. To recognise the differences between bullying, unkind behaviour or teasing.	I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.	Are they accurate in describing the behaviour of others? For example not over using the term 'bullying'	3. To recognise which strategies are appropriate for particular situations.	I can accept I may not always agree with others.	Do they take turns in listening and speaking during group activities?	3. To know when it's appropriate to say no and how.	I can say 'no' in a calm and controlled way.	Are they assertive when communicating their wants, needs and wishes?	3. To learn ways to resolve conflict in an assertive, calm and fair manner.	I can reflect on my behaviour, attitudes and qualities.	Do they usually work well with most children?
4. Identify who can help if they are sad, worried or scared.	I can tell you which trusted adults I can ask for help.	Do they ask trusted adults for help with their emotions or conflicts?	4. To recognise the special qualities in family and friends.	I can listen to others and wait my turn to speak.	Can they begin to resolve conflict by talking or explaining.	4. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.	I can tell someone how they are making me feel.	Can they be independent in resolving conflict or explaining their feelings to others?	4. To listen to and debate ideas and opinions with others with respect and courtesy	I can listen and share my opinions respectfully.	Are they confident to share their opinions, understanding and accepting that some may disagree with them?	4. To know the strategies and skills needed for collaborative work.	I can name some qualities or strategies that help team work. I am aware of others and their needs when working together	Do they work well in a group by listening, responding respectfully, remaining calm and including everyone?	4. To identify what things make a relationship unhealthy and who to talk to if they needed help.	I am aware of the warning signs that a relationship could be unhealthy or unsafe.	Do they show awareness of the importance of respecting others, showing kindness, including others and allowing others to be individual?
5. Identify ways to help others or themselves if they are sad or worried.	I can help a friend if they are sad or worried.	How do they self-regulate their behaviour? Do they have any strategies to deal with difficult or challenging emotions?	5. To know which special people keep us safe and how.	I can tell you which trusted adults at home and school keep me safe.	Can they name some key people who keep them safe/who to turn to for help?	5. To recognise a healthy friendship and its qualities.	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.	Do they have positive relationships with a number of children in the class? Are they independent in these friendships and are they usually kind and respectful towards others?	5. To recognise why friends may fall out and how to resolve issues.	I can say why friends may fall out and how they can make up.	Do they usually resolve disputes and arguments with their friends, seeking help when the situation gets more serious or bullying?	5. To recognise bullying or pressured behaviour.	I can say what to do if I am, or a friend is, hurt or bullied by another person.	Are they aware of negative behaviours such as teasing, bullying, coercion, excluding others or discriminating.	5. To recognise emotional needs according to circumstance and any risk factors that could effect them.	I can manage my emotional needs and any risks to them.	Do they have healthy relationships with their friends? Do they have time on their own as well as in groups?
					Do they show listening skills such as eye contact, still and calm body, responding to comments and questions?			Are they confident to stand up for themselves without being aggressive or confrontational?		I know how to look after my friends and stay friends.			I can recognise the qualities of a healthy relationship.	In friendship circles are they able to make positive/healthy choices without being pressured by others?		I can respond to emotions according to the situation and person.	Do they express their wants, needs and desires by considering the needs of others, in a constructive way and without being aggressive?

***"Do Everything in Love"*** 1 Corinthians 16:14

**SCARF Relationships Curriculum Learning Outcomes: Valuing Difference**

Reception/P1 Key Themes Recognising and respecting difference. Being kind and caring			Y1/P2 Key themes Recognising, valuing and celebrating difference Developing tolerance			Y2/P3 Key Themes Being kind and helping others Listening Skills			Y3/P4 Key themes Recognising and respecting diversity Being respectful and tolerant			Y4/P5 Key Themes Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes			Y5/P6 Key Themes Recognising and celebrating difference (including religions and cultural difference) Influence and pressure of social media			Y6/P7 Key Themes Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
1. Be sensitive towards others and celebrate what makes each person unique	I can celebrate our differences.	Do they show respect if others have different interests, beliefs or ways of playing?	1. To know the key differences between being, being unkind and bullying.	I can say ways in which people are similar as well as different.	Do they understand that bullying is often rare and how it is different to someone being unkind?	1. To identify differences and similarities between others.	I can be respectful of those who are different to me.	Do they value their friends based on their qualities? Do they play with different children according to the activity and their interests?	1. Recognise that there are many different types of families.	I can give examples of different types of family. I respect these differences.	What can they tell you about their community? Do they have a good understanding of their faith, culture and family traditions?	1. To identify different origins, national, regional, ethnic and religious backgrounds	I can say how differences sometimes cause conflict but can also be something to celebrate.	Are they aware of conflicts in the world regarding religion or race? Could they tell you what they can learn from those who are different to them?	1. To describe the benefits of living in a diverse society	I can give examples of different faiths and cultures and positive things about having these differences.	Could they tell you what they can learn from those who are different to them? Do they recognise that a diverse world gives greater opportunity?	1. To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	Amongst their friends and peers, can they demonstrate calm and assertive behaviour? Can they demonstrate or explain what active bystander behaviour looks like?
2. Recognise that we can have things in common with others.	I can talk about my family life.	Consider the language they use about children different to them (either in their school/community or in books)	2. To recognise that everyone is different and will have different thoughts and ideas.	I can say why things sometimes seem unfair even if they are not to me.	Do they respect differences amongst their peers?	2. Recognise and explain how a person's behaviour can affect other people.	I can describe how someone can change someone's feelings.	Are they aware when someone's behaviour changes? Can they explain what has happened? Can the explain the emotions involved?	2. Identify the different communities that they belong to.	I can give examples of different community groups and what is good about having different groups.	Do they understand that a community could be their street, dance club or football team?	2. To understand the need to manage conflict or difference and suggest ways of doing this, through negotiation and compromise.	I can begin to manage conflict by using negotiation and compromise.	Are they good at playing games and accepting loss or defeat? Can they make a suggestion in a group so that all parties are happy? Will they accept when their ideas are not chosen?	2. To develop an understanding of discrimination and its injustice, and describe this using examples.	I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	Can they give examples of how to be respectful to those who are different to us? Could they ask or give examples of appropriate questions? Can they say how some cultures or faiths have different expectations some social behaviours.	2. To know that all people are unique but that we have far more in common with each other than what is different about us	Can they show respect to others by using verbal and non-verbal communication? Could they explain how someone could be upset by certain communication? Do they demonstrate these skills and understanding?	Can they give examples of respectful verbal and non-verbal communication? Could they explain how someone could be upset by certain communication? Do they demonstrate these skills and understanding?
3. Use speaking and listening skills to learn about the lives of their peers.	I can listen and be polite to what others tell me about their lives.	Do they follow your expectations on listening? Do they respond to what others say during play or focus only their ideas?	3. To celebrate and begin to show empathy for those who are different.	I can talk about what bullying is.	Can they understand that people may not always agree or like the same things.	3. To learn and use different ways to show good listening.	I can tell you why it is important to show good listening to people who speak differently to me.	Do they follow your expectations when speaking and listening? Do they sit or stand calmly and give eye contact?	3. To learn ways of showing respect through language and communication.	I can use respectful language and communication skills when discussing with others.	How they supported you in making and following class or school rules? Do they treat everyone equally with regards to working/playing together or speaking with?	3. To recognise potential consequences of aggressive behaviour	I can suggest strategies for dealing with someone who is behaving aggressively.	Do they understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?	3. To understand an understanding of discrimination and its injustice, and describe this using examples.	I can empathise with people who have been, and currently are, subjected to injustice, including through racism.	Are they aware of conflicts in the world regarding religion or race? Could they explain how someone may feel or react if they are discriminated against?	3. To understand and explain the term prejudice.	Can they reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.	Can they give examples of stereotypes and certain groups that are often discriminated against? Are they aware of any examples of this in the community/news or media? Consider the types of communities they may be a part of.
4. Know the importance of showing care and kindness towards others.	I can be kind, caring and helpful to others.	Do they offer help if they see a friend in need? Are they aware of how they talk or behave towards others?	4. To identify those who are special to them (and their special qualities).	I can say ways to show kindness towards others.	Can they notice when a friend might need their help or kindness shown towards them?	4. Explain how it feels to be part of a group and left out of a group.	I can name and suggest strategies to someone who feels left out.	Do they invite children to join their play? Are the confident to ask to join in?	I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	Could they tell you the school rules or expectations on behaviour? Can they talk about the SCARF values?	4. To define the word respect.	I can demonstrate ways of showing respect to others' differences.	To assess this you would be basing it on your knowledge of who the child plays with and their behaviour towards children of different skin colour, religion or ethnicity.	3. To understand that the information we see online, either text or images, is not always true or accurate.	I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	Are they aware of social expectations on body image and looks? Can they talk about how celebrity is often presented in the media? Can they give examples of how someone might want others to view them?	4. To define what is meant by the term stereotype	I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.	Could they say why some people may discriminate or be prejudiced? Can they reflect on how some people fear difference and that which they don't understand?	
5. Demonstrate skills in building friendships and cooperation.	I can show good listening.		5. To identify ways in which we can show kindness towards others and how that makes them feel.	Do they show interest and inclusive behaviour towards those from different cultures, races, backgrounds or families?	5. To recognise and talk about acts of kindness and how they can impact others.	I can be kind and use kind words to my friends.	What do other children say about them? Do other staff comment on their behaviour towards others? Do they have close friends that they care for? Are they caring towards their siblings (if they have any)?	4. To identify different origins, national, regional, ethnic and religious backgrounds	I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.	Can they describe different origins, nationalities or religious backgrounds? Can they tell you some qualities that their friends or peers have?	5. Understand and identify stereotypes, including those promoted in the media.	I can explain why it's important to challenge stereotypes that might be applied to me or others.	What is their understanding of social media pressures? Can they give examples of stereotypes that are shown in the media? Can they talk about how they would feel if they were stereotyped?	4. To reflect on the impact social media puts pressure on people's life choices.	I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)	Can they discuss the impact of social media on young people? Have they heard about trolling, cyberbullying or social media influencers? Do they have healthy/unhealthy views on body image and lifestyle choices?	I can recognise how the media can reinforce gender stereotypes and people may feel uncomfortable if they are forced to follow a particular stereotype? Could they give examples of how the media portrays male and female products or ideas.	5. To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.	I can reflect on how individual/group actions can impact on others in a positive or negative way.	5. To describe different types of friendships and relationships and their differing positive qualities.
									5. To recognise and explain why bullying can be caused by prejudice.	I can suggest ways to deal with bullying and prejudice.	Can they explain the difference between bullying and teasing? Do they know that it is important to speak to an adult if the situation is unsafe?									

***"Do Everything in Love"*** 1 Corinthians 16:14

# SCARF Relationships Curriculum Learning Outcomes: Keeping Myself Safe

Reception Key Themes Asking for help Keeping healthy Staying safe around medicines			Y1/P2 Key Themes How our feelings can keep us safe Keeping healthy Medicine safety			Y2/P3 Key Themes Safe and unsafe secrets Appropriate touch Medicine safety			Y3/P4 Key Themes Managing risk Staying safe online Drugs and their risks			Y4/P5 Key Themes Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences			Y5/P6 Key Themes Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)			Y6/P7 Key Themes Staying safe online Drugs: norms and risks (including the law) Emotional needs		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
1. Talk about how to keep their bodies healthy and safe.	I can tell you what my body needs to stay healthy.	What decisions do they make regarding food, sleep and personal self-care?	To know that our bodies need healthy foods, exercises, oxygen and sleep for energy.	I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)	Do they make healthy decisions regarding food, sleep and personal self-care? Do they have an interest exercise and keeping active? Consider their lifestyle at home.	To explain simple issues of safety and responsibility about medicines and their use.	I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.	Do they recognise inappropriate touch? Do they ask for an adults help when they feel unsafe?	1. To identify risk factors in given situations	I can say what I could do to make a situation less risky or not risky at all.	What is their general behaviour regarding risk taking? How do they behave in social situations and during games? P.E. Do they generally follow school rules? Are they aware of potentially dangerous situations?	1. To define the words danger and risk and explain the difference between the two.	I can demonstrate strategies for dealing with a risky situation	What kind of risks do they take in and out of school? Are they aware of potential dangers or hazards when on school visits and in new places? Do they take risks in their learning and amongst friends? Observe them during breaks and P.E.	2. To reflect on risk and the different factors and outcomes that might influence a decision.	I can suggest what someone should do when faced with a risky situation	What kind of risks do they take in and out of school? Are they aware of potential dangers or hazards when on school visits and in new places? Do they take risks in their learning and amongst friends? Observe them during breaks and P.E.	1. To explore the risks and legality of communicating and sharing online.	I can use safe, respectful and responsible behaviours and strategies when using social media.	Consider their prior knowledge of social media. Are they respectful and responsible amongst their peers? Are they aware of how social media can be used in positive and negative ways?
2. Name ways to stay safe around medicines.	I can make safe decisions around medicines and things I don't know.	What prior knowledge do they have of medicines? How do they behave around unknown products or resources?	To recognise emotions and physical feelings associated with feeling unsafe.	I can say what I can do if I have strong, but not so good feelings, to help me stay safe	How do they manage their emotions? Can they describe different emotions? How do they behave in conflict or disagreements?	To identify situations in which they would feel safe or unsafe	I can say 'Yes', 'No', 'I'll ask', or 'I'll feel', in relation to keeping myself and others safe.	Do they recognise inappropriate touch? Do they ask for an adults help when they feel unsafe?	2. To define the words danger and risk and explain the difference between the two.	I can demonstrate strategies for dealing with a risky situation		2. To describe the different types of things that may influence a person to take a risk.	I can give examples of people or things that might influence me to take risks and make decisions.	Are they influenced by their friends in making decisions in school? Do they talk about what others do as opposed to what they decide to do? Do they have role models/people they look up to or celebrity risks?	2. To reflect on the consequences of not keeping personal information private and the risks of social media.	I can protect my personal information online. I can recognise disrespectful behaviour online.	Consider their behaviour amongst their friends. Are they respectful to others? Do they use appropriate language? What do they consider personal information?	2. To describe and explain how easily images can be spread online.	I can give examples of how to safely share images online.	Could they give you an example of appropriate images to share online? What are their own feelings and opinions regarding social media?
3. Know how to stay safe in their home, classroom and outside.	I can name some things that can be dangerous inside and outside.	Do they understand that some equipment and areas of the classroom are only for adults? Do they recognise potentially dangerous household products?	To learn the PANTS rule and which parts of my body are private.	I can say 'no' to unwanted touch and ask for help from a trusted adult.	Be aware of safeguarding procedures and disclosure.	To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation	I can say what I do and ask for help.	Do they communicate with their peers about their likes and dislikes? How do they react to others communicating non-verbally?	3. To define the word 'drug' and understand that nicotine and alcohol are both drugs.	I can identify some key risks from and effects of cigarettes and alcohol.	What is their prior knowledge and understanding of alcohol and cigarettes?	3. To understand and explain the risks that cigarettes and alcohol can have on a person's body.	I can give reasons for why most people choose not to smoke, or drink too much alcohol.	Be considerate of if they have family members who smoke - this could determine their view of cigarettes and alcohol. What knowledge do they have of the harms of alcohol and cigarettes? Are there any misconceptions?	3. To explore categorisation of drugs, the risks associated with medicines.	I can identify the risks in a specific situation (including emotional risks).		3. To explain some of the laws, categories and uses of drugs (both medical and non-medical)	I can explain how alcohol norms around alcohol can influence a person's decision whether to drink alcohol or not.	Consider what experience they may already have around alcohol. What is their understanding and view of alcohol consumption and its place in society? What do they consider the interest/activity of young people? What prior knowledge do they have of the laws and risks of alcohol?
4. Know age-appropriate ways to stay safe online.	I can tell you what is safe to play online and who to talk to if I feel worried.	Consider their knowledge and personal use of tablets and online games.	To understand that medicines can sometimes make people feel better when they're ill.	I can say when medicines can be helpful or might be harmful.	What is their knowledge and experience of medicines?	To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret.	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	What behaviours do they show regarding secrets? Consider what secrets mean to the children.	4. To recognise potential risks associated with browsing online.	I can give examples of strategies for safe browsing online.	Consider their personal use of social media and online games. What knowledge do they already have regarding this topic? Do they take risks online?	4. To understand that influences can be both positive and negative.	I can explain what might happen if people take unsafe or inappropriate risks.	What is their understanding of a positive influence? Are there any misconceptions?	4. To learn some key facts and information about drugs and medicines.	I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke.	Be considerate of if they have family members who smoke - this could determine their view of cigarettes and alcohol. What knowledge do they have of the harms of alcohol and cigarettes? Are there any misconceptions?	4. To understand the definition of an emotional need and how they can be met.	I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.	How do they protect their own emotional needs? Are they confident to ask for something to meet their needs? Do they understand the difference between 'need' and 'want'? How does their emotional needs affect their behaviour?
5. Name adults in their lives and those in their community who keep them safe.	I can name the adults who keep me safe and when I might need their help.		To talk about safety and responsibility around medicines.	I can tell you how to stay safe around medicines.	Can they name alternative ways to feel better (other than medicines).	To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.	I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I feel 'not OK' about something.	Be aware of safeguarding procedures and disclosure. Do they know which are the trusted adults in their lives? How do they behave in terms of keeping their private parts private?	5. To recognise and describe appropriate behaviour online as well as offline.	I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.	What do they consider personal - is it appropriate? Do they understand the dangers of sharing information? How do they share information about themselves in school or amongst peers?	5. To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.	I can identify images that are safe or unsafe to share online.	What do they know about consent? Do they practice consent in other ways? What is their prior knowledge of online safety and sharing images?	To recognise the features of face to face and online bullying and the strategies that deal with it.	I can support someone who is being bullied.	What is their understanding of bullying? Address misconceptions of the difference between bullying and teasing. What strategies do they already use when telling out with friends?	5. To explore and understand the terms 'conflicting emotions', responsibility and independence.	I can begin to make decisions independently and responsibly.	What independent skills do they have? Do they have any class or school responsibilities? Do they consider the needs of others? Can they manage their own needs and behaviours or do they need support in this?

***"Do Everything in Love"*** 1 Corinthians 16:14

# SCARF Relationships Curriculum Learning Outcomes: Rights and Responsibilities

Y1/P2 Key Themes Looking after things			Y2/P3 Key Themes Cooperation and self-regulation			Y3/P4 Key Themes Skills we need to develop as we grow up Helping and being helped			Y4/P5 Key Themes Decisions about spending money Media influence Making a difference (different ways of helping others or the environment)			Y5/P6 Key Themes Decisions about lending, borrowing and spending Rights and responsibilities relating to my health Rights and responsibilities			Y6/P7 Key Themes Earning and saving money Understanding media bias, including social media Caring: communities and the environment		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
To identify ways of taking care of their health.	I can wash my hands correctly.	Also take note of their understanding of hygiene and spreading of germs.	To identify strategies in cooperation.	I can make choices that help me play and work well with others.	Observe them in independent play or activities. Can they explain strategies that help learn work and cooperation? Do they share ideas in groups? Observe their listening skills.	To talk about and identify people who help them in school and the community.	I can identify people who help me in different ways.	What is their understanding of what their community looks like?	To learn about human rights and responsibilities and how they can impact their community.	I can name some responsibilities and rights that I have.	Can they define 'right' and 'responsibilities'? Could they give you some examples of their responsibilities?	To identify, write and discuss issues currently in the media concerning health and wellbeing.	I can develop ideas and opinions based on a current issue. I can present these with a group.	Check in with their knowledge and understanding of health and wellbeing.	To analyse and reflect on bias in the media.	I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.	What is their experience and understanding of social media? Can they tell you why there are age restrictions on social media apps?
To identify how others take care of their environment.	I can name ways to look after my home and school.	What responsibilities to they have or take at home and school? Do they volunteer to help? Do they have awareness of the need to keep things clean, tidy and cared for?	To identify strategies in self-regulation.	I can use some strategies when I feel upset or angry.	How is their general behaviour across a typical day? Can they describe their behaviour and emotions using relevant and appropriate vocabulary?	To learn differences between 'fact' and 'opinion'	I can spot 'facts' and 'opinions' to help me share ideas.	Can they give an example?	To recognise that they have a part in caring for and supporting their community.	I can share ideas and make decisions that affect others.	Do they currently participate in any volunteer programmes? Do they have any roles in supporting members of their family? Use as a discussion point to consider why we would support our community.	To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.	I can identify how the responsibilities of others impact me and my community.	Can they name people in their community or school who have a responsibility?	I can discuss the reasons why people post online and the positive and negative effects relating to social media.	I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.	Check their understanding of these financial terms. What exposure have they had to money handling. Are they aware of the financial responsibility of those close to them?
To take care of something or someone else.	I can look after a special person or thing.	What responsibilities to they have or take at home and school? Do they volunteer to help? Do they have awareness of the need to keep things clean, tidy and cared for?	To name ways to stay safe when using the internet.	I can ask for help from a trusted adult.	Use as part of your monitoring for safeguarding. Ensure children know key adults who keep them safe.	To discuss, plan and evaluate ways of helping the environment.	I can make a plan.	Can also consider this within other subjects such as Science.	To recognise influences, facts and opinions and doing so in a critical manner.	I can give my own opinion based on facts, opinions and other influences.	Do they understand the difference between facts and opinions? Can they name influences that can sway a persons choice or decision?		I can give examples of barriers that can stop others following their responsibilities.	Have they also experienced this?	To discuss methods of saving and considerations for spending money.	I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.	Check their understanding of these financial terms. What exposure have they had to money handling. Are they aware of the financial responsibility of those close to them?
To talk about the importance of looking after money.	I can tell you some things that money is spent on.	Use circle times or conversations about money and shopping. Do they have an understanding of the value of money?	To recognise that they have a responsibility to help care for their immediate and broader environment.	I can name some ways I can look after my environment.	Can they explain concepts such as recycling, reducing waste and sustainability? What do they do at home to help their environment? Do they have awareness of the need to keep things clean, tidy and cared for?		I can choose a method.	What ways do they currently help the environment? Can they suggest things that other people do? Are they aware of sustainable living, recycling and reducing waste?	To identify the impact of bystander behaviour and how they can make a difference to a situation.	I can give examples of how I can support others as a bystander.	How do they support their friends in times of disputes and arguments? Are they a responsible friend? Do they consider the emotional needs of others?	To identify the responsibilities to my home, community and environment I might have in the future.	I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me.		To discuss voluntary and pressure groups and their role in making changes to our communities and environments.	I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.	Do they already take part in any initiatives to support their community or the environment? Can they name any local figures or people who have responsibility in their community? Can they share ideas of how people can be more sustainable?
To learn what to do when someone is injured.	I can get help if someone has hurt themselves.		To learn about saving and spending money.	I can make choices with money.	What experience do they have of spending money? Do they understand the value of money? Consider their mathematical skills in handling money.	To learn about saving, spending and essential purchases.	I can identify different times and reasons to spend money.	Do they have experience of spending or saving money? Are they aware of how people earn money. Do they have an understanding of essential spending and non-essential spending?	To define terms related to finance and explain how society is supported by the income of others.	I can explain how others have a financial responsibility to their families and community.	What is their understanding of income and earning money? Are they aware of how their parents/carers earn money (if they have jobs)? Do they or have they participated in charitable events or projects?	To consider what advice to give relating to saving and borrowing money.	I can suggest ways to spend and save money responsibly.	Do they have an allowance or pocket money? Can they give examples of how they might spend money? Can they discuss how their parents/carers will use spend money for their benefit?	To identify or suggest ways that help the environment.	I can suggest ways that I can help my environment.	Do they have an awareness of climate change? What is their understanding of this? Do they practice sustainability in their home lives?
						To consider how money is earned and the different factors effecting this.	I can give examples of how people earn money.			I can give examples of choices and decisions with money that will affect me.	Do they have an allowance or pocket money? Can they give examples of how they might spend money? Can they discuss how their parents/carers will use spend money for their benefit?	To define financial terms and explain how others have financial responsibility for the community.	I can explain some things about finance and money. I can name a person who deals with money in my community.	Check their understanding of these financial terms. What exposure have they had to money handling. Are they aware of the financial responsibility of those close to them?	To define 'democracy' and explain how laws are made.	I can give examples of why we need a democratic society and how laws keep us safe.	What is their response to laws and rule making? Do they understand the need for rules within school? Do they have any rules at home?

***"Do Everything in Love"*** 1 Corinthians 16:14

## SCARF Relationships Curriculum Learning Outcomes: Being My Best

Reception Key Themes Making healthy choices Being persistent			Y1/P2 Key Themes Keeping healthy Growth Mindset			Y2/P3 Key Themes Looking after my body Growth Mindset			Y3/P4 Key Themes Keeping myself healthy Celebrating and developing my skills			Y4/P5 Key Themes Having choices and making decisions about my health Taking care of my environment			Y5/P6 Key Themes Growing independence and taking responsibility Media awareness and safety			Y6/P7 Key Themes Managing risk Aspirations and goal setting		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
Feel resilient and confident in their learning.	I can keep trying if the way I choose doesn't work.	Do they use alternative methods or strategies? Do they persist at an activity even when they are finding it a challenge?	To recognise how a healthy variety of food can make us feel great.	I can choose a healthy meal with different food groups.	Observe them during snack and/or lunch time. Can they explain a healthy choice? Can they give a reason for choosing/not choosing a particular food? Do they notice the effect of physical activity on their body?	Explain the stages of the learning line showing an understanding of the learning process.	I can explain what happens when I learn something new.	Do they persist in their work? How do they react if they reach a blocker or hurdle in their learning?	To recognise how different food groups work in our body.	I can choose foods that make a balanced meal.	Can they explain how different foods work and what they do to support their health?	To identify how they and their friends are unique.	I can say how being unique makes everyone special, different and valuable.	Can they talk about the special qualities that they and their friends have? Can they explain how their friends are unique.	To describe the four main internal systems of the human body.	I can explain how one organ functions and how it contributes to the health of my body.	Link to your knowledge of their assessments in science. Consider any misconceptions.	To consider how healthy wellbeing and mental health can contribute to a person's aspirations and success.	I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.	Consider their current wellbeing. What extra-curricular activities do they do inside/outside of school? Do they make independent choices about their mental or physical health?
Name and discuss different types of feelings and emotions.	I can talk about the different types of feelings we have.	Can they name different feelings? What level of vocabulary do they have in this area?	Recognise that learning a new skill requires practice and the opportunity to fail, safely.	I can be persistent when learning a new skill.	How do they approach a challenge or different task? Are they confident to try new things?		I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	Can they discuss a plan of what to do? Can they set achievable goals.	To explain how some infectious illnesses are spread from one person to another.	I can explain how washing hands can prevent infections spreading.	Can they name other ways of preventing the spread of infections and germs.	To recognise that we all make different choices because we are unique.	I can give examples of choices I make and the choices others make for me.	Do they show independence in making choices? Do they recognise where someone else needs to make choices for their benefits?	To understand the actual norms around smoking and the reasons for common misperceptions of these.	I can explain how choices relating to smoking and drinking can effect a person's health.	Consider their own personal experience of people who drink and smoke. Can they recall essential information about the dangers of smoking and drinking too much alcohol.	To define aspirations and goals.	I can set goals so that I can achieve an aspiration.	When working in groups or individually do they work towards a goal? Can they evaluate and review their work?
Learn and use strategies or skills in approaching challenges.	I can have a go at something new.	Do they choose to give themselves a challenge? Do they take risks in their learning and play?		I can name a few different ideas of what I can do if I find something difficult.		To understand the importance of good hand and dental hygiene.	I can explain how hand hygiene stops virus' and germs from spreading.	Observe how they wash their hands to ensure they do it correctly. What other ways do they prevent spreading germs (e.g. blowing their nose/catching a cough)	To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes.	I can describe how food, water and air get into the body and blood.	Assess the vocabulary they use. Could they explain a process (e.g. how food is digested).	To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.	I can plan a healthy, balanced meal.	Do they make choices about their own diet? Can they explain the roles different food groups have in their bodies.	To identify the skills and qualities that make us successful and achieve our best.	I can think of ways to improve a skill and the strategies that will help me do this.	Can they set a goal? When working in groups or individually do they work towards a goal? Can they evaluate and review their work?	To recognise that we will meet challenges on the way to achieving our goals.	I can tell you how I can overcome problems and challenges on the way to achieving my goals.	What strategies do they currently use independently?
Understand that they can make healthy choices.	I can make my own healthy food choices.	Observe them during snack and/or lunch time. Can they explain a healthy choice?	To identify strategies to resolve conflict.	I can help my friends when they fall out.	What are their friendships like? Do they regularly fall out or can they manage this independently? Do they treat others fairly?	To recognise what the body needs to have energy and stay well.	I can give examples of what I can do and give to my body to stay healthy.	Can they explain why they have suggested particular foods or activities?	To identify my achievements and skills to work on.	I can set goals and make a plan to develop a new skill.	Do they set achievable goals? Do they recognise their strengths and weaknesses?		I can give examples of the ways people can look after their physical and mental wellbeing.	What choices do they make about their wellbeing? Do they do any activities or have any interests that support their wellbeing?	To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.	I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	When discussing body image, what do they understand about this term? Give them time to talk about their own emotions and feelings about their appearance. Do they speak positively about themselves and their friends?	To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.	I can identify risk factors in a given situation.	Do they take risks in their learning?
Name and recognise how healthy choices can keep us well.	I can make healthy sleep and exercise choices.	Do they notice the effect of physical activity on their body? Can they describe a healthy bedtime routine?	To give and receive praise	I can explain why praise helps me to keep trying.	How do they respond to praise? Do they seek it?	To identify parts of the body that process food and create energy.	I can name different parts of my body that are inside me and help to turn food into energy.	Assess the vocabulary they use. Could they explain a process (e.g. how food is digested).	To explain how skills are developed.			To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)	I can give different examples of some of the things that I do already to help look after my environment.		To consider the different responsibilities that they and others have for their health and wellbeing.	I can give examples of how I am independent and manage my own success.	Do they make choices regarding their wellbeing and emotions? Can they put strategies in place to manage their behaviour and emotions. Are they independent in their learning? Do they spend time alone?	To understand risks related to growing up and explain the need to be aware of these.	I can assess the level of risk and explain how a risk can be reduced.	Do they plan ahead with risk-taking or challenges? Do they consider their emotional needs?

***"Do Everything in Love"*** 1 Corinthians 16:14

## SCARF Relationships Curriculum Learning Outcomes: Growing and Changing

Reception Key Themes Life cycles Girls and boys			Y1/P2 Key Themes Getting help Becoming independent Body parts			Y2/P3 Key Themes Being supportive Dealing with loss Life cycles			Y3/P4 Key Themes Keeping safe Relationships Menstruation			Y4/P5 Key Themes Managing difficult feelings Relationships including marriage Body changes during puberty			Y5/P6 Key Themes Managing difficult feelings Getting help Managing change			Y6/P7 Key Themes Self esteem Keeping safe Body Image		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
Understand that there are changes in nature and humans.	I can describe the life cycle of an animal.	Do they use relevant vocabulary? Can they put the stages in order? Can they explain seasonal changes?	To think of what babies need to stay happy and healthy.	I can tell you some things that babies need.	Can they describe the needs of a baby? Can they describe what a baby may do? Can they explain how babies communicate their needs?	To give positive feedback to someone.	I can give support to a friend.	How do they help their friends? Do they give advice when they are worried? Do they give positive feedback during group activities or sharing time?	To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.	I can explain what body space is and how I feel when someone is too close to me.	Do they practice going or asking for consent? Are they aware of appropriate touch? Do they express their feelings in an appropriate way?	To identify the different emotional reactions to different types of change and discuss.	I can describe how change can make a person feel (both negative and positive).	Can they make links with this and changes during puberty? How do they cope with change during the day (in home or at school)? Consider those children with SEND who may need more support with managing change.	To describe the intensity of different feelings and strategies to build resilience.	I can begin to manage challenging emotions by building my resilience.	What is their understanding of resilience? Do they use it in their learning and other areas? How do they self-regulate their emotions?	To identify types of emotional responses and some strategies for coping with change.	I can name some of the feelings and emotions people have during change.	What is their understanding of resilience? Do they use a broad range of vocabulary to describe emotions? What strategies do they use themselves? How do they self-regulate their feelings?
Name the different stages in childhood and growing up.	I can describe how a baby grows to an adult and what they might need.	What vocabulary do they use? Can they explain how they have changed and the skills they have learnt? What experience do they have of younger or older children?	To identify the changes they have made since they were a baby.	I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.	Can they give you an example of what they would like to improve or learn?	To recognise the range of feelings associated with loss and to discuss things people can do to feel better.	I can describe feelings of loss and suggest what someone can do if a friend moves away.	What experience do they have regarding this? Do they show empathy to the people in this lesson?	To identify the different types of relationships people have and their different purposes and qualities.	I can tell you some of the different relationships I have.	Can they distinguish how they would behave with a parent/carer and a friend? Could they tell you what is different about their relationships?	To understand how the onset of puberty can have emotional as well as physical impact.	I can explain why young people can have mixed up feelings when they go through puberty.	How do they manage their own emotions? Can they make links with physical changes during puberty?	To understand the different types of feelings and emotions associated with puberty.	I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.	Do they use different vocabulary to highlight intensely (e.g. cross, angry, frustrated, mad)? Are they respectful of the emotions of other people? Consider their skills learnt or used during previous units.	To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.	I can give examples of how someone could cope with or get support during puberty.	Could they name people and places where someone can get support? What advice would they give to someone? Can they give sympathetic advice or support?
Understand that babies are made by a man and a woman.	I can tell you some things about how babies are made.	Do they use the correct vocabulary for male and female body parts? Can they match a baby animal to its mother?	To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.	I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.	Do they identify trusted adults in their lives as well as those in the community? Do they have a good balance? Can they distinguish between a secret and a surprise (like a birthday present)?	To identify the different stages of growth and what people are able to do at these different stages.	I can describe the stages of growth I have been through and what I look forward to in my future.	Can they give you an example of what they would like to improve or learn? Could they set themselves a goal?	To identify what makes a positive relationship and what makes a negative relationship.	I can tell you what qualities a healthy positive relationship has.	Consider their friendships within school. Do they use vocabulary such as trust, kindness, caring, listening, support?	To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction.	I can explain why puberty happens.	Can they talk about the reproduction cycle? Do they understand why people may not choose to have a baby? Do they know the correct vocabulary for body parts?	To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.	I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.	Can they name trusted adults both in their personal life and community? Do they understand the importance of sharing unsafe secrets?	To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.	I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.	Consider their own body image? How do they describe themselves? What is their understanding of how the social media, influences and processes such as editing and filters affects a person's body image? What do they see as 'normal'?
Use the correct vocabulary when naming the different parts of the body.	I can tell you the scientific names for my body parts.	Do they have a good knowledge of body part names in addition to private parts?	To identify some internal organs and systems and how body parts which are private.	I can name the body parts girls and boys have that are the same and which body parts are different.	Do they use the correct vocabulary? Can they explain how someone would keep their private parts private? Do they understand why?	To identify the human private parts (penis/vagina) and explain that they are used to make a baby.	I can name the human private parts that are used to make a baby.	Do they use the correct vocabulary? Are they beginning to understand the processes of reproduction? Do they use vocabulary related to seeds (sperm) and eggs.	To identify puberty changes.	I can describe how a girl's and boy's body will change when I reach puberty.	What is their current experience (some may be going through changes already)? Do they use the correct vocabulary? Do they also make reference to emotional changes?	To know the key facts of the menstruation cycle and understand that periods are a normal part of puberty.	I can talk about how people feel during puberty and the ways to help cope with the changes.	See above	To identify the different types of products someone might use during puberty or menstruation.	I can explain, using the correct vocabulary, the menstruation cycle and the products people might need.	Check their understanding of the menstruation cycle. Do they use the correct vocabulary for reproductive organs?	To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.	I can explain how to stay safe when sharing images and information online.	Do they know the laws and restrictions around using social media? What can they recall from previous lessons in online safety? What is their experience of using social media? What do they consider risky behaviour online?
Know how to keep themselves safe.	I can tell you the PANTS rule.	Can they name trusted adults? Do they know the correct vocabulary for their private parts? Do they practice keeping safe during times when they go to the toilet etc?	To identify the trusted people who have helped them grow. They can talk to them if they are worried or about their private parts.	I can name the adults I can talk to at home and school if I need help.	See above	To explain who can see someone's private part, what consent means and how to protect privacy.	I can talk about keeping private parts private.	Do they identify trusted adults in their lives as well as those in the community? Do they have a good balance? Do they practice asking or giving consent?	To explain menstruation cycle as something that happens when a sperm does not meet an egg.	Can they tell you what happens to a woman's body when the sperm does not meet the egg.	Do they use the correct vocabulary? Do they know the names of their own private parts?	To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.	I can explain why some people choose to get married, have a civil ceremony or live together.	Consider their own experience of marriage, civil partnerships or co-habiting. Can they give reasons why people do get married? Do they have an understanding of consent?	To explain how people might feel at times of change and loss. To consider strategies when coping with this.	I can give examples of feelings and emotions people have at times of change.	Consider their experience of change and loss. How do they cope with change during the day (in home or at school)? Consider those children with SEND who may need more support with managing change? Do they use relevant emotional terminology?	To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.	I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.	What advice would they offer - is it appropriate? Does it take into account previous learning about secrets, consent, appropriate touch and emotional needs? Can they explain why confidentiality would need to be broken?

***"Do Everything in Love"*** 1 Corinthians 16:14