



Our curriculum follows the SCARF PSHE Curriculum.

SCARF (Safety, Caring, Achievement, Relationships, Friendship)

Reception (Curriculum taken from SCARF)		
ME AND MY RELATIONSHIPS		
All about me	My Special People	My Feelings
<p><b>All About Me</b> Talk about their own interests. Talk about their families. Talk about how they are the same or different to others.</p> <p><b>What Makes us Special</b> Share their favourite interests and objects. Talk about themselves positively. Listen to what others say and respond.</p>	<p><b>Me and my special people</b> 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.</p> <p><b>Who can help me?</b> 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.</p>	<p><b>My feelings (1)</b> Describe different emotions. Explore how we feel at certain times or events. Identify ways to change feelings and calm down.</p> <p><b>My feelings (2)</b> 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.</p>
VALUING DIFFERENCES		
Same and Different	Different Families and Homes	Kindness and Caring
<p><b>I'm special, you're special</b> Describe their own positive attributes. Share their likes and dislikes. Listen to and respect the ideas of others.</p> <p><b>Same and different</b> Recognise the similarities and differences amongst their peers. Discuss why differences should be celebrated. Retell a story.</p>	<p><b>Same and different families</b> Talk about their family, customs and traditions. Listen to others talk about their experiences. Compare their own experiences with those of others.</p> <p><b>Same and different homes</b> 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.</p>	<p><b>I am caring</b> Suggest ways in which we can be kind towards others. Demonstrate skills in cooperation with others.</p> <p><b>Kind and caring</b> Show friendly behaviour towards a peer. Build relationships with others.</p>
KEEPING MYSELF SAFE		
Keeping My Body Safe	Listening To My Feelings	People Who Help Keep Me To Keep Safe
<p><b>What's safe to go onto my body</b> 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.</p> <p><b>Keeping Myself Safe - What's safe to go into my body (including medicines)</b> 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).</p> <p><b>Safe indoors and outdoors</b> 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.</p>	<p><b>Listening to my feelings</b> 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.</p>	<p><b>Keeping safe online</b> 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.</p> <p><b>People who help to keep me safe</b> 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.</p>

Reception (Curriculum taken form SCARF)

RIGHTS AND RESPONSIBILITIES

Looking after myself and my friends	Caring for my environment	Looking after money
<p><b>Looking after my special people</b> Name the special people in their lives. Understand that our special people can be different to those of others.</p> <p><b>Looking after my friends</b> 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.</p>	<p><b>Being helpful at home and caring for our classroom</b> 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.</p> <p><b>Caring for our world</b> 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.</p>	<p><b>Looking after money (1): recognising, spending, using</b> Recognise coins and other items relating to money. Identify the uses of money.</p> <p><b>Looking after money (2): saving money and keeping it safe</b> Talk about why it's important to keep money safe. Identify ways to save money. Talk about why we save money.</p>

BEING MY BEST

Bouncing Back (growth mindset)	Healthy Eating	Exercise and Sleep
<p><b>Bouncing back when things go wrong</b> 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.</p> <p><b>Yes, I can!</b> Recognise that some skills take time to learn. Plan and review an achievable goal. Celebrate the successes of their peers.</p>	<p><b>Healthy eating</b> 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.</p>	<p><b>Move your body</b> 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.</p> <p><b>A good night's sleep</b> Understand why our body needs sleep. Talk about their own bedtime routine. Suggest ways to have a calm evening and bedtime routine.</p>

GROWING AND CHANGING

Changes	Life Stages	Changing Bodies
<p><b>Seasons</b> Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Talk about how they have grown in resilience.</p> <p><b>Life stages - plants, animals, humans</b> 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.</p>	<p><b>Life Stages: Human life stage - who will I be?</b> 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.</p> <p><b>Where do babies come from?</b> 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.</p>	<p><b>Getting bigger</b> Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique.</p> <p><b>Me and my body - girls and boys</b> 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.</p>

**Year 1  
HEALTH AND WELL-BEING**

<b>Keeping Safe</b>	<b>Healthy Lifestyles</b>	<b>Growing and Changing</b>
<p><b><u>How to ask for help if I am worried.</u></b> Children should identify key adults at home and in school that they could ask to help if they were worried about something.</p> <p><b><u>Keeping safe at school and at home.</u></b> Correct use of household products and medicines-potential harm. Identify key dangers and how to remain safe.</p> <p><b><u>SCARF</u></b> <b>Who can help?</b> Identify people who can help them when they feel unsafe.</p>	<p><b><u>What helps to keep my body healthy?</u></b> What do our bodies need to remain healthy-physical activity, sleep, rest and healthy food. What could happen if we don't have enough of these things?</p> <p><b><u>Hygiene Routines</u></b> Why is it important to remain clean and hygienic?</p> <p><b><u>SCARF</u></b> <b>Healthy me</b> The importance of sleep, food and exercise.</p>	<p><b><u>SCARF</u></b> <b>Harold learns to ride a bike</b> Recognise that learning a new skill requires practice and the opportunity to fail, safely Overcoming challenges.</p> <p><b><u>Then and now</u></b> 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.</p> <p><b><u>Inside my wonderful body</u></b> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them.</p> <p><b><u>Keeping privates private</u></b> Introduce correct names for male and female body parts (vagina, penis, testicles) Identify parts of the body that are private. How can private parts be kept private? Identify people they can talk to about their private parts.</p> <p><b><u>Taking care of a baby</u></b> Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing and feeding. Children may talk about people in their lives who are LGBT</p>

**LIVING IN THE WIDER WORLD**

<b>Rights and Responsibilities</b>	<b>Environment</b>	<b>Money</b>
<p><b><u>Class expectations/Group expectations</u></b> Identify why rules are important. What do we have rules in school for?</p> <p><b><u>Everyone is unique</u></b> How are we the same? How are we different? How do we identify these differences?</p> <p><b><u>SCARF</u></b> <b>Our special people balloons</b> Recognise we belong to different groups such as family.</p>	<p><b><u>Look after our environment- school and grounds</u></b> What can we do to keep our school clean and tidy?</p>	<p><b><u>Where money comes from</u></b> How do we earn money? What do we use money for?</p> <p><b><u>Saving and spending</u></b> How can we keep our money safe? When is it ok to spend our money? What things could we save for?</p> <p><b><u>SCARF</u></b> <b>Harold's Money</b> Explain where people get money from. List some of the things that money may be spent on in a family home.</p>

**RELATIONSHIPS**

<b>Feelings and Emotions</b>	<b>Healthy Relationships</b>	<b>Valuing Difference</b>
<p><b><u>Recognising feelings in myself and others</u></b> How to recognise how I am feeling What should I do when I am feeling...?</p> <p><b><u>Sharing how we feel</u></b> Who should I talk to if I'm feeling....? How can I recognise how I am feeling?</p> <p><b><u>SCARF</u></b> <b>Who are our special people?</b> Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. Children may talk about people in their lives who are LGBT.</p> <p><b><u>Feelings and bodies</u></b> Recognise that people's bodies and feelings can be hurt Suggest ways of dealing with different kinds of hurt.</p>	<p><b><u>Special people in our lives -</u></b> Identify special people in our lives and how they help us. How can we show gratitude for what they do for us?</p> <p><b><u>Secrets and keeping safe</u></b> Not keeping secrets that make us feel uncomfortable. Who can we talk to if we are feeling worried?</p> <p><b><u>SCARF</u></b> <b>Pass on the praise</b> Suggest simple strategies for resolving conflict situations. Give and receive praise and how this makes them feel.</p> <p><b><u>Surprises and secrets</u></b> Explain the difference between a secret and a nice surprise Who to talk to if you feel uncomfortable about a secret.</p>	<p><b><u>SCARF</u></b> <b>It's not fair!</b> Recognise and explain what is fair and unfair, kind and unkind. Suggest ways they can show kindness to others.</p> <p><b><u>Good friends</u></b> Identify simple qualities of friendship. Suggest simple strategies for making up.</p> <p><b><u>Same or different?</u></b> Identify the differences and similarities between people. Empathise with those who are different from them. Begin to appreciate the positive aspects of these differences.</p>

## Year 2

### HEALTH AND WELL-BEING

Keeping Safe	Healthy Lifestyles	Growing and Changing
<p><b><u>Keeping safe in different environments</u></b> Identify likely risks encountered during a school day.</p> <p><b><u>Keeping safe away from home and school</u></b> Identify likely risks outside of home and school How do we stay safe? How do we get help if we need it?</p> <p><b><u>SCARF</u></b> <b>How safe would you feel?</b> Identify situations in which they would feel safe or unsafe. Suggest actions for dealing with unsafe situations including who they could ask for help.</p>	<p><b><u>Making healthy Choices</u></b> Look at nutritional plates of food. Think about the importance of fruit and vegetables.</p> <p><b><u>Managing feelings</u></b> What do I do if I am feeling...</p> <p><b><u>SCARF</u></b> <b>My body needs...</b> Recognise that exercise and sleep are important to health.</p>	<p><b><u>SCARF</u></b> <b>You can do it!</b> Explain the stages of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply positive mind set strategies to their own learning.</p> <p><b><u>Sam moves away</u></b> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p><b><u>Haven't you grown!</u></b> 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.</p> <p><b><u>My body, your body</u></b> Identify which parts of the human body are private and why this is. Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person.</p>

### LIVING IN THE WIDER WORLD

Rights and Responsibilities	Environment	Money
<p><b><u>Getting help from the community</u></b> Emergency services- how to get help when needed Police/fire service visit to school</p> <p><b><u>Expectations when living in the wider world</u></b> How do we behave when...? What do we have a responsibility to look after?</p> <p><b><u>SCARF</u></b> <b>When someone is feeling left out</b> How does it feel when you are part of a group/left out of a group How to help when people are feeling left out</p>	<p><b><u>Look after our environment- school and grounds</u></b> What do we see on a daily basis that shows us that we don't always look after our environment?</p> <p><b><u>SCARF</u></b> <b>How can we look after our environment?</b> 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.</p>	<p><b><u>Keeping track of money</u></b> Why is money important in the world? Show children money and get them to think about the different value How to spend money safely (maths link) Different methods of payment. What is safe? What is dangerous?</p> <p><b><u>SCARF</u></b> <b>Harold goes camping</b> Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p>

### RELATIONSHIPS

Feelings and Emotions	Healthy Relationships	Valuing Difference
<p><b><u>Identifying Different behaviours</u></b> Introduce scaling, I am feeling a (1-10) I know how to feel better, I know that I could feel worse.</p> <p><b><u>Feelings can get hurt</u></b> Show children different faces to think about their emotions.</p> <p><b><u>SCARF</u></b> <b>Being a good friend</b> How do friends care for each other. <b>How do we make others feel</b> How peoples' behaviour affect others.</p>	<p><b><u>Listening to others and playing co-operatively</u></b> Use familiar and real scenarios from recent experience How can they use this to learn how to respond next time?</p> <p><b><u>Appropriate and inappropriate behaviours – teasing and bullying</u></b></p> <p><b><u>SCARF</u></b> <b>Bullying or teasing</b> Define bullying and teasing Identify safe secrets (including surprises) and unsafe secrets.</p>	<p><b><u>SCARF</u></b> <b>An act of kindness</b> 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.</p> <p><b><u>What makes us who we are?</u></b> 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.</p> <p><b><u>My Special People</u></b> Identify people who are special to them, Children may talk about people in their lives who are LGBT.</p>

**Year 3**  
**HEALTH AND WELL-BEING**

Keeping Safe	Healthy Lifestyles	Growing and Changing
<p><b><u>Who helps us feel safe and healthy?</u></b> Identify key people who support our development</p> <p><b><u>How to respond if someone needs help</u></b> Show children different scenarios and encourage them to think about how they would access help.</p> <p><b>SCARF</b> <b>Helping each other to stay safe</b> <b>The risk robot</b> Identify risk factors in given situations. Suggest ways of reducing or managing those risks.</p> <p><b>Alcohol and cigarettes: The facts</b> Identify some key risks from and effects of cigarettes and alcohol.</p> <p><b>Help or harm?</b> Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p>	<p><b><u>What makes a balanced diet?</u></b> Identify the impact of a healthy diet on the body.</p> <p><b><u>Opportunities for making our own choices</u></b> How can others influence our choice and how do we make sure we are making the right choices to be healthy and active?</p> <p><b>SCARF</b> Explain how some infectious illnesses are spread from one person to another.</p> <p><b>Derek cooks dinner</b> Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body.</p>	<p><b>SCARF</b> <b>My special pet</b> Discuss feelings someone might have when they lose something important to them. Understand that these feelings are normal and a way of dealing with the situation.</p> <p><b>Top talents</b> Discuss the different talents and skills that people have and how skills are developed. Recognise their own skills and those of other children in the class.</p> <p><b>I am fantastic!</b> Identify their achievements and areas of development. Recognise that people may say kind things to help us feel good about ourselves. Why are some groups of people not represented as much on television/in media.</p> <p><b>My changing body</b> Recognise that babies come from the joining of an egg and sperm. Explain what happens when an egg doesn't meet a sperm. Understand that for girls, periods are a normal part of puberty. (Vocabulary uterus, womb, puberty, sperm, ovaries, egg, ovum/ova)</p>

**LIVING IN THE WIDER WORLD**

Rights and Responsibilities	Environment	Money
<p><b><u>Identify what is meant by 'a moral citizen'</u></b> Opportunity to debate different opinions. What is morality? What is a citizen?</p> <p><b><u>How can you be involved in the community?</u></b> How can I be a moral citizen? Think about Cheadle community in particular.</p> <p><b>SCARF</b> <b>Our friends and neighbours</b> We live in a diverse world.</p>	<p><b><u>How can we look after our planet?</u></b> What is our responsibility when looking after the planet? Looking after our immediate environment.</p> <p><b><u>What effect are we having on our planet?</u></b> Recognise the impact on the way that we live our lives. Find out more online about the environment.</p> <p><b>SCARF</b> Devise methods for looking after our school environment.</p>	<p><b><u>What is an enterprise? What does it mean?</u></b> Link to summer /Christmas fair/raising money for charity.</p> <p><b>SCARF</b> <b>Earning money</b> Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) Explain that people earn their income through their jobs;</p> <p><b>Can Harold afford it?</b> Understand the terms 'income', 'saving' and 'spending'.</p>

**RELATIONSHIPS**

Feelings and Emotions	Healthy Relationships	Valuing Difference
<p><b><u>Recognising feelings in others</u></b> How to respond when someone is clearly feeling a different way to me. Link to work with restorative approaches.</p> <p><b><u>Responding appropriately to peoples' feelings</u></b> Recognise how people are feeling and when it is appropriate to respond How to respond when...</p> <p><b>SCARF</b> <b>Dan's dare</b> Explain what a dare is. Understand that no-one has the right to force them to do a dare.</p>	<p><b><u>Describe positive relationships and friendships</u></b> Recognise when a relationship is healthy and unhealthy. Focus on bullying.</p> <p><b><u>How actions affect ourselves and others</u></b> Treating all children with respect in school.</p> <p><b>SCARF</b> <b>Relationships tree</b> Identify different types of relationships. Recognise who they have positive healthy relationships with. Children may suggest people in their lives who are LGBT.</p> <p><b><u>How can we resolve this problem?</u></b> Rehearse simple strategies for resolving conflict situations.</p> <p><b>Zeb</b> Explain some of the reasons why different people are bullied. Explore why people have prejudiced views and understand what this is.</p>	<p><b>SCARF</b> <b>Family and friends</b> Recognise that there are many different types of family. Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p><b>Respect and challenge</b> Reflect on listening skills; Give examples of respectful language. Give examples of how to challenge another's viewpoint, respectfully.</p> <p><b>Let's celebrate our differences</b> Recognise the factors that make people similar to and different from each other. Recognise that repeated name calling is a form of bullying. Suggest strategies for dealing with name calling (including talking to a trusted adult).</p>

## Year 4

HEALTH AND WELL-BEING		
Keeping Safe	Healthy Lifestyles	Growing and Changing
<p><b>How to stay safe in our local area</b> What dangers are there outside of school. How do we stay safe?</p> <p><b>SCARF</b> <b>Danger, risk or hazard?</b> Suggest simple strategies for managing risk.</p> <p><b>Picture Wise</b> Images that are safe/unsafe to share online. Strategies for safe online sharing. Implications of sharing images online without consent.</p> <p><b>Know the norms</b> Know some of the risks and effects of smoking and drinking alcohol.</p> <p><b>Medicines: check the label</b> Understand that medicines are drugs. Safety issues for medicine use.</p> <p><b>Under pressure</b> Strategies to respond to being bullied.</p>	<p><b>What makes a balanced lifestyle</b> Children to think about an active lifestyle Link to sporting events and what the children can get involved in throughout the year</p> <p><b>Drugs that are common to our everyday life</b> Introduce children to the concept that drugs are not always negative and can help us feel better</p> <p><b>SCARF</b> <b>Hotel</b> Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</p> <p><b>Making choices</b> Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p>	<p><b>SCARF</b> <b>An email from Harold!</b> Describe 'good' and 'not so good' feelings and how feelings can affect our physical state. Explain how different words can express the intensity of feelings.</p> <p><b>My feeling are all over the place!</b> Name some positive and negative feelings. Understand how the onset of puberty can have emotional as well as physical impact</p> <p><b>All Change!</b> Identify parts of the body that males and females have in common and those that are different. Know the correct terminology for their genitalia. Understand and explain why puberty happens.</p> <p><b>Preparing for Periods</b> (vocabulary: menstruation, periods). Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls. Identify some of the ways to cope better with periods.</p>
LIVING IN THE WIDER WORLD		
Rights and Responsibilities	Environment	Money
<p><b>SCARF</b> <b>How do we make a difference?</b> Why do we have rules? Everyone can make a difference (democracy)</p> <p><b>The people we share our world with</b> Ways in which people are different to each other (ethnicity, gender, religious beliefs)</p> <p><b>That is such a stereotype!</b> Media stereotypes</p> <p><b>It's your right</b> Humans have rights and with them come responsibility</p>	<p><b>What does it mean to be sustainable?</b> How can we live sustainably? What could we do in school to be more sustainable?</p> <p><b>SCARF</b> <b>Logo quiz</b> National and international organisations who help care for the environment</p> <p><b>Harold's Seven Rs</b> Ways we can care for the environment</p>	<p><b>How to effectively manage money</b> Saving and budgeting</p> <p><b>What are loans and what is interest?</b> When would we need to ask for a loan?</p> <p><b>SCARF</b> <b>Harold's expenses</b> Prioritise expenses within the home.</p>
RELATIONSHIPS		
Feelings and Emotions	Healthy Relationships	Valuing Difference
<p><b>When is it appropriate to keep a secret?</b> Asked to keep a secret - how did it make them feel?</p> <p><b>Listening to others' point of view</b> Concept of the Restorative Approach and importance of listening to each other.</p> <p><b>SCARF</b> <b>Different feelings</b> Feelings linked to physical state. People can have different feelings in the same situation.</p> <p><b>Secret or surprise?</b> Define secret and surprise. How might you feel? Who to ask for help.</p> <p><b>How dare you!</b> Strategies for managing dares.</p>	<p><b>Acceptable and unacceptable physical contact</b> Appreciate the need to respect personal space</p> <p><b>Solving disputes and conflicts amongst friends</b> Go through the concept of Restorative Approach.</p> <p><b>SCARF</b> <b>Ok or not ok?</b> Qualities of a positive relationship. Recognise times when you might need to say no to a friend</p> <p><b>Islands</b> Personal space, non-verbal signals.</p> <p><b>Can you sort it?</b> Negotiation and compromise. Need to manage conflict</p> <p><b>Together</b> Marriage is a free commitment. Recognise that marriage partners can be same sex and opposite sex.</p>	<p><b>SCARF</b> <b>Friend or acquaintance?</b> Recognise that they have different types of relationships with people. (e.g. close family, wider family, friends, acquaintances). Give examples of features of these different types of relationships, including how they influence what is shared.</p> <p><b>What would I do?</b> List some of the ways that people are different to each other (including differences of race, gender, religion). Recognise potential consequences of aggressive behaviour. Suggest strategies for dealing with someone who is behaving aggressively.</p> <p><b>What makes me ME!</b> Identify ways in which everyone is unique. Appreciate their own uniqueness. Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p>

**Year 5  
HEALTH AND WELL-BEING**

Keeping Safe	Healthy Lifestyles	Growing and Changing
<p><b>Strategies for managing personal safety</b> How to keep safe when children are outside of school.</p> <p><b>How to stay safe online</b> <b>SCARF</b></p> <p><b>Thinking about habits</b> Explain and describe what a habit is and how it can be hard to change.</p> <p><b>Jay's dilemma</b> Recognise that there are positive and negative risks and possible outcomes.</p> <p><b>Spot bullying</b> Demonstrate strategies to deal with both face-to-face and online bullying.</p> <p><b>Drugs: true or false?</b> Know that all medicines are drugs but not all drugs are medicines.</p> <p><b>Decision dilemmas</b> Risky situations. <b>Play, like, share</b> Consequences of not keeping personal information private. Recognise that people aren't always who they appear to be online.</p>	<p><b>What positively and negatively affects health and well being</b> The impact of social media on children's health and well-being.</p> <p><b>Making informed choices – benefits of a healthy and balance diet</b></p> <p><b>SCARF</b> <b>Smoking: what is normal?</b> Understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p><b>Getting fit</b> Harmful effects each of smoking/drinking alcohol.</p>	<p><b>SCARF</b> <b>Different Skills</b> Identify their own strengths and talents. <b>How are they feeling?</b> Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings. Strategies to build resilience.</p> <p><b>Growing up and changing bodies</b> Know what menstruation is and why it happens.</p> <p><b>Star Qualities!</b> Describe 'star' qualities of celebrities as portrayed by the media. 'Star' qualities that 'ordinary' people have.</p> <p><b>Changing bodies and feelings</b> Know the correct words for the external sexual organs. Myths linked to puberty. Young people who identify as transgender may have difficult feelings about puberty. Vocabulary: fertilise, conception, sexual reproduction, gestation. <b>Help! I'm a teenager - get me out of here!</b> How our body feels when it is relaxed, nervous or sad.</p>

**LIVING IN THE WIDER WORLD**

Rights and Responsibilities	Environment	Money
<p><b>Rules and Laws</b> What is meant by a rule? What is a law?</p> <p><b>Anti-social behaviour</b> What is anti-social behaviour?</p> <p><b>SCARF</b> <b>Fact or opinion</b> Understand biased reporting and the difference between fact and opinion.</p> <p><b>The land of red people</b> Describe the benefits of living in a diverse society.</p>	<p><b>How are our actions affecting the oceans?</b> Impact that our lifestyle has on marine life.</p> <p><b>How are our actions affecting the climate?</b> Global warming</p> <p><b>SCARF</b> <b>Mo makes a difference</b> Voluntary, community and pressure groups.</p> <p><b>My School Community</b> Ways of improving the school community.</p>	<p><b>SCARF</b> <b>The importance of finance in our lives</b> Saving, budgeting and investments.</p> <p><b>SCARF</b> <b>Spending wisely</b> Costs involved in producing and selling an item.</p> <p><b>Lend us a fiver!</b> Define the terms loan, credit, debt and interest. Suggest advice for a range of situations involving personal finance.</p>

**RELATIONSHIPS**

Feelings and Emotions	Healthy Relationships	Valuing Difference
<p><b>How to recognise how someone is feeling?</b> How do you recognise how someone is feeling. Link to Restorative Approach.</p> <p><b>Responding when someone feels...</b> <b>SCARF</b></p> <p><b>How good a friend are you?</b> Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship;</p> <p><b>Is it true?</b> Inaccurate online posts to make people like you. Difference between sex, gender identity, gender expression and sexual orientation.</p>	<p><b>Listening to others and learning from others</b> <b>Negotiation and compromise</b> Look at how other people see things.</p> <p><b>SCARF</b> <b>It could happen to anyone</b> Consequences of positive and negative behaviour.</p> <p><b>Taking notice of our feelings</b> Acceptable/unacceptable touch. Strategies for dealing with unacceptable touch.</p> <p><b>Collaboration Challenge!</b> Attributes needed to work collaboratively.</p> <p><b>Stop, start, stereotypes</b> Recognise that some people can get bullied because of the way they express their gender.</p>	<p><b>SCARF</b> <b>Qualities of friendship</b> Define some key qualities of friendship. Describe ways of making a friendship last.</p> <p><b>Kind Conversations</b> Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others.</p> <p><b>Happy being me</b> Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged.</p>

**Year 6**  
**HEALTH AND WELL-BEING**

Keeping Safe	Healthy Lifestyles	Growing and Changing
<p><b><u>Resisting pressure- how to protect our body and speak out when something is wrong</u></b></p> <p><b><u>SCARF</u></b></p> <p><b>It's a puzzle</b> Identify strategies for keeping personal information safe online;</p> <p><b>Rat Park</b> Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour</p> <p><b>What sort of drug is...?</b> Explain how drugs can be categorised into different groups depending on their medical and legal context. Understand that drugs can have both medical and non-medical uses.</p> <p><b>Alcohol: what is normal?</b> Understand the norms around drinking alcohol and the reasons for common misperceptions of these. Describe some of the effects and risks of drinking alcohol.</p> <p><b>To share or not to share?</b> Know that it is illegal to create and share sexual images of children under 18 years old. Explore the risks of sharing photos and films of themselves with other people directly or online. Know how to keep their information private online.</p> <p><b>Pressure online</b> Risks of sharing images online and how these are hard to control, once shared. Pressure to behave in a certain way because of the influence of the peer group. Know the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p>	<p><b><u>Risk and effects of drugs</u></b> Positive and negative effects of taking drugs?</p> <p><b><u>Media images- effect on our well-being?</u></b> How does the media distort the truth?</p> <p><b><u>SCARF</u></b></p> <p><b>I look great!</b> Recognise that photos can be changed to match society's view of what is perfect. Identify qualities that people have, as well as their looks.</p> <p><b>We have more in common than not</b> Know that all people are unique but that we have far more in common with each other than what is different about us. Consider how a bystander can respond to someone being rude, offensive or bullying someone else.</p>	<p><b><u>SCARF</u></b></p> <p><b>Is this normal?</b> Physical and emotional changes associated with puberty. Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice.</p> <p><b>Helpful or unhelpful? Managing change</b> Recognise some of the changes they have experienced and their emotional responses to those changes. Suggest positive strategies for dealing with change;</p> <p><b>Boys will be boys? - challenging gender stereotypes</b> Define what is meant by the term stereotype; How the media can reinforce gender stereotypes. Challenge stereotypical gender portrayals of people.</p> <p><b>Media manipulation</b> How the media can sometimes reinforce gender stereotypes.</p> <p><b>Making babies</b> Identify the changes that happen through puberty to allow sexual reproduction to occur. Vocabulary: pubic hair, hormones, voice breaks, breasts, underarm hair.</p>

**LIVING IN THE WIDER WORLD**

Rights and Responsibilities	Environment	Money
<p><b><u>The rights of a child-cultural practice and British Law</u></b> Link to British Values-What are their rights as a child? What could change these?</p> <p><b><u>SCARF</u></b></p> <p><b>Two sides to every story</b> Understand and explain the term prejudice. Importance of mutual respect for different faiths and beliefs.</p> <p><b>Fakebook friends</b> Know the legal age (and reason behind these) for having a social media account. Recognise that people's lives are much more balanced in real life, with positives and negatives.</p> <p><b>Tolerance and respect for others</b> Understand and explain the term prejudice. Identify and describe the different groups that make up their school/wider community/other parts of the UK. Recognise the benefits of living in a diverse society.</p>	<p><b><u>How Resources are allocated to the world</u></b> Identify fair trade How are the world's resources allocated to countries?</p> <p><b><u>Difference between fair trade, how does it affect others?</u></b> Saving and budgeting What is the impact of buying fair trade goods?</p> <p><b><u>SCARF</u></b></p> <p><b>Action stations!</b> Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</p> <p><b>Happy shoppers</b> Explain what is meant by living in an environmentally sustainable way. Suggest actions that could be taken to live in a more environmentally sustainable way.</p>	<p><b><u>SCARF</u></b></p> <p><b>What's It worth?</b> Benefits of saving money. Describe the different ways money can be saved, outlining the pros and cons of each method. Describe the costs that go into producing an item. Suggest sale prices for a variety of items, taking into account a range of factors. Explain what is meant by the term interest.</p> <p><b>Jobs and taxes</b> Recognise and explain that different jobs have different levels of pay and the factors that influence this. Explain the different types of tax (income tax and VAT) which help to fund public services. Evaluate the different public services and compare their value.</p>



## RELATIONSHIPS

Feelings and Emotions	Healthy Relationships	Valuing Difference
<p><b>Who can you trust?</b> Who can you trust and not trust? What do you expect from people?</p> <p><b>How to make new friends</b> Preparing for high school What should you look for in a new friend?</p> <p><b>SCARF</b></p> <p><b>Dear Ash</b> Explain the difference between a safe and an unsafe secret. Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p><b>Dan's day</b> Describe the consequences of reacting to others in a positive or negative way. Suggest ways that people can respond more positively to others.</p>	<p><b>Recognising when relationships are unhealthy</b> What describes an unhealthy relationship?</p> <p><b>Personal boundaries and the right to privacy</b> The importance of protecting peoples' personal space</p> <p><b>SCARF</b></p> <p><b>Solve the friendship problem</b> Recognise challenges that arise from friendships. Strategies for dealing with such challenges.</p> <p><b>Working together</b> Demonstrate a collaborative approach to a task.</p> <p><b>Behave yourself</b> Recognise and empathise with patterns of behaviour in peer-group dynamics.</p> <p><b>Assertiveness skills</b> Recognise peer influence and pressure.</p> <p><b>Don't force me</b> Ways that people show their commitment to each other. Know the ages at which a person can marry. Everyone has the right to be free to choose who and whether to marry. Same-sex couples can have a civil partnership or get married.</p> <p><b>Acting appropriately</b> Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.</p>	<p><b>SCARF</b></p> <p><b>Advertising friendships!</b> Explain the difference between a friend and an acquaintance. Describe qualities of a strong, positive friendship. Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p> <p><b>Respecting differences</b> Demonstrate ways of showing respect to others, using verbal and non-verbal communication. For some people, gender identity does not correspond with their biological sex. (Alien Nation) Proud Trust</p> <p><b>OK to be different</b> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. Suggest strategies for dealing with bullying, as a bystander. Describe positive attributes of their peers.</p>