

Curriculum Growth Journey

PSHE



How is PSHE taught at Trinity?

Curriculum Intent:

What do we want to achieve in our PSHE curriculum?

When our children leave Trinity All Saints, they will have acquired the knowledge, understanding and emotions to be an active and successful person in today's diverse society. We want our children to believe in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

At Trinity All Saints Primary School we believe that each individual child is very important. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities, so that they can reach their full potential and grow into the very best versions of themselves... We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Spiritual development in our school seeks to support every individual on their spiritual quest.

Implementation:

How will this be achieved?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, or additional needs, to flourish to become the very best version of themselves. We teach the National Curriculum, supported by a clear skills progression throughout the school. We incorporate our Power of Three curriculum drivers (ACT) within our planning, ensuring children are **A**ctive in their learning, **C**ontented in themselves and **T**houghtful as a citizen.

At Trinity All Saints, Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

Pupils are taught PSHE using 'SCARF' which is a spiral, progressive scheme of work, covering all of the above and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'.

Our PSHE programme deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Children at Trinity also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British citizen.

At Trinity All Saints, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain.

Opportunities for Spiritual development:

We aim to:

- Provide opportunities for experiential techniques such as listening, being still and quiet, perceiving the senses, being aware of the recent moment, imaginary journeys, guided imagery, attention to an object, exploring stories and self-awareness.
- Develop positive relationships in the school community
- Develop self-knowledge and values by which to live
- Develop feelings and emotions by being moved by beauty and kindness, hurt by injustice or aggression, a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source for growth.

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, or additional needs, to flourish to become the very best version of themselves. We teach personal social health education (PSHE), supported by a clear progression of skills through school. This

ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is vitally important that the children are taught the skills to help themselves to become confident and secure in relationships and are taught skills to help make happy and healthy throughout life. In PSHE pupils at Trinity, find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; a skill that will help them in their adult life. We incorporate our Power of Three curriculum drivers (ACT) within our planning, ensuring children are **A**ctive in their learning, **C**ontented in themselves and **T**houghtful as a citizen

Impact:

What will outcomes for learners be?

By the time the children at Trinity leave our school they should have developed:

- A secure knowledge and understanding of real life situations and how to apply their skills to help navigate themselves through modern life.
- The ability to become a healthy, open minded, respectful, socially and morally responsible, active member of society
- To value difference and diversity.
- To recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- Understand, communicate and manage their own emotions.
- To be able to look after their own mental health and well-being
- To be able to develop positive, healthy relationship with their peers both now and in the future.
- To understand the physical aspects involved in RSE at an age appropriate level
- To have respect for themselves and others.
- To have a positive self esteem

Personal Social and Emotional Development- EYFS

Building Relationships

Children will:

- Work and play cooperatively and take turns with others.
- They will form positive attachments to adults and friendships with peers.
- They will show sensitivity to their own and to others' needs.

Self-Regulation

Children will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- They will set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- They will give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Children will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- They will explain the reasons for rules, know right from wrong and try to behave accordingly.
- They will manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

SCARF Unit - Me & my relationships

Y1	Y2	Y3	Y4	Y5	Y6
Me and my relationships Rights and responsibilities					
1. Understand and <i>follow</i> <i>classroom rules</i> to help everyone to learn and be safe. 2. <i>Communicate</i> their classroom rules and be able	1. <i>Compare</i> actions that will contribute positively to the life of the classroom; 2. <i>Identify</i> and undertake pledges	1. <i>Explore</i> why we have rules; 2. <i>Explore</i> why rules are different for different age groups, in particular for internet-based activities;	1. <i>Describe</i> 'good' and 'not so good' feelings and how feelings can affect our physical state; 2. <i>Explain</i> how different words can express the intensity of feelings.	1. <i>Explain</i> what collaboration means; 2. <i>Describe</i> and give examples of how they have worked collaboratively;	1. <i>Demonstrate</i> a collaborative approach to a task; 2. <i>Describe</i> and implement the

<p>to contribute to making these.</p>	<p>based on those actions.</p>	<p>3. <i>Identify</i> appropriate rules for a range of settings; 4. <i>Find out</i> the possible consequences of breaking the rules.</p>		<p>3. <i>Describe</i> the attributes needed to work collaboratively.</p>	<p>skills needed to do this.</p>
<p>1. <i>Recognise</i> how others might be feeling by reading body language/facial expressions. 2. <i>Understand and explain</i> how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p>	<p><i>Collaborate</i> in creating and agreeing classroom rules.</p>	<p>1. <i>Explain</i> some of the feelings someone might have when they lose something important to them; 2. <i>Understand</i> that these feelings are normal and a way of dealing with the situation.</p>	<p>1. <i>Find out</i> what we mean by a 'positive, healthy relationship'; 2. <i>Describe</i> some of the qualities that they admire in others.</p>	<p>1. <i>Explain</i> what is meant by the terms negotiation and compromise; 2. <i>Identify</i> strategies for resolving difficult issues or situations.</p>	<p>1. <i>Establish</i> what is meant by the terms 'negotiation' and 'compromise'; 2. <i>Recognise</i> positive strategies for negotiating and compromising within a collaborative task; 3. <i>Describe</i> positive strategies for negotiating and compromising within a collaborative task.</p>

<ol style="list-style-type: none"> 1. <i>Identify</i> a range of feelings; 2. <i>Consider</i> how feelings might make us behave. 3. <i>Suggest</i> strategies for someone experiencing 'not so good' feelings to manage these. 	<ol style="list-style-type: none"> 1. <i>Use</i> a range of words to describe feelings; 2. <i>Recognise</i> that people have different ways of expressing their feelings; 3. <i>Identify</i> helpful ways of responding to others' feelings 	<ol style="list-style-type: none"> 1. <i>Define and demonstrate</i> cooperation and collaboration; 2. <i>Identify</i> the different skills that people can bring to a group task; 3. <i>Demonstrate</i> how working together in a collaborative manner can help everyone to achieve success. 	<ol style="list-style-type: none"> 1. <i>Recognise why</i> there are times when they might need to say 'no' to a friend; 2. <i>Outline</i> appropriate assertive strategies for saying 'no' to a friend. 	<ol style="list-style-type: none"> 1. <i>Establish</i> how to respond to a wide range of feelings in others; 2. <i>Recognise</i> examples of some key qualities of friendship; 3. <i>Reflect</i> on their own friendship qualities. 	<ol style="list-style-type: none"> 1. <i>Observe</i> some of the challenges that arise from friendships; 2. <i>Propose</i> strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
<ol style="list-style-type: none"> 1. <i>Recognise</i> that people's bodies and feelings can be hurt. 2. <i>Suggest</i> ways of dealing with different kinds of hurt. 	<ol style="list-style-type: none"> 1. <i>Define</i> what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; 2. <i>Identify</i> situations as to whether they 	<ol style="list-style-type: none"> 1. <i>Establish</i> people who they have a special relationship with; 2. <i>Suggest</i> strategies for maintaining a positive relationship with their special people. 	<ol style="list-style-type: none"> 1. <i>Demonstrate</i> strategies for working on a collaborative task; 2. <i>Identify</i> successful qualities of teamwork and collaboration. 	<ol style="list-style-type: none"> 1. <i>Define</i> what things make a relationship unhealthy; 2. <i>Identify</i> who they could talk to if they needed help. 	<ol style="list-style-type: none"> 1. List some assertive behaviours; 2. <i>Recognise</i> peer influence and pressure; 3. <i>Demonstrate</i> using some assertive behaviours, through role-

	are incidents of teasing or bullying.				play, to resist peer influence and pressure.
<ol style="list-style-type: none"> 1. <i>Recognise</i> that they belong to various groups and communities such as their family. 2. <i>Explain</i> how these people help us and we can also help them to help us. 	<ol style="list-style-type: none"> 1. <i>Understand and describe</i> strategies for dealing with bullying; 2. Rehearse and demonstrate some of these strategies. 	<p><i>Rehearse and demonstrate</i> simple strategies for resolving given conflict situations.</p>	<ol style="list-style-type: none"> 1. Identify a wide range of feelings; 2. <i>Recognise why</i> different people can have different feelings in the same situation; 3. <i>Explore</i> how feelings can be linked to physical state. 	<ol style="list-style-type: none"> 1. <i>Identify different</i> characteristics of passive, aggressive and assertive behaviours; 2. <i>Distinguish</i> and rehearse assertiveness skills. 	<ol style="list-style-type: none"> 1. <i>Recognise</i> and empathise with patterns of behaviour in peer-group dynamics; 2. <i>Distinguish</i> basic emotional needs and understand that they change according to circumstance; 3. <i>Identify</i> strategies for dealing assertively with a situation where someone under pressure may do something they feel

					uncomfortable about.
<ol style="list-style-type: none"> 1. <i>Identify</i> simple qualities of friendship. 2. <i>Suggest</i> simple strategies for making up. 	<ol style="list-style-type: none"> 1. <i>Explain</i> the difference between bullying and isolated unkind behaviour; 2. <i>Recognise</i> that there are different types of bullying and unkind behaviour; 3. <i>Understand</i> that bullying and unkind behaviour are both unacceptable ways of behaving. 	<ol style="list-style-type: none"> 1. <i>Explain</i> what a dare is; 2. <i>Understand</i> that no one has the right to force them to do a dare; 3. <i>Suggest</i> strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. 	<ol style="list-style-type: none"> 1. <i>Demonstrate</i> a range of feelings through their facial expressions and body language; 2. <i>Recognise</i> that their feelings might change towards someone or something once they have further information. 	<ol style="list-style-type: none"> 1. <i>Recognise</i> basic emotional needs, understand that they change according to circumstance; 2. <i>Identify</i> risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. 	<ol style="list-style-type: none"> 1. <i>Define</i> the consequences of reacting to others in a positive or negative way; 2. <i>Outline</i> ways that people can respond more positively to others.
<ol style="list-style-type: none"> 1. <i>Demonstrate</i> attentive listening skills; simple strategies for resolving conflict situations. 2. <i>Collaborate and contribute</i> to positive feedback, and experience how this makes them feel. 	<ol style="list-style-type: none"> 1. <i>Recognise</i> that friendship is a special kind of relationship; 2. <i>Identify</i> some of the ways that good friends care for each other. 	<ol style="list-style-type: none"> 1. <i>Express opinions</i> and listen to those of others; 2. <i>Consider</i> others' points of view; 3. <i>Practise</i> explaining the thinking behind their ideas and opinions. 	<ol style="list-style-type: none"> 1. <i>Recognise</i> strategies to respond to being bullied, including what people can do and say; 2. <i>Understand</i> who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. 	<ol style="list-style-type: none"> 1. <i>Accept</i> that online communication can be misinterpreted; 2. <i>Obtain</i> that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. 	<ol style="list-style-type: none"> 1. <i>Select</i> ways in which people show their commitment to each other; 2. <i>Recognise</i> the ages at which a person can marry, depending on

					<p>whether their parents agree;</p> <p>3. <i>Understand</i> that everyone has the right to be free to choose who and whether to marry.</p>
	<p>1. <i>Recognise, name and understand</i> how to deal with feelings (e.g. anger, loneliness);</p> <p>2. <i>Explain</i> where someone could get help if they were being upset by someone else's behaviour.</p>	<p>1. <i>Identify qualities</i> of friendship;</p> <p>2. <i>Communicate</i> reasons why friends sometimes fall out;</p> <p>3. <i>Rehearse and use</i>, now or in the future, skills for making up again.</p>			<p>1. <i>Identify</i> that some types of physical contact can produce strong negative feelings;</p> <p>2. <i>Recognise</i> that some inappropriate touch is also illegal.</p>
					<p>1. <i>Identify</i> strategies for keeping personal</p>

					<p>information safe online;</p> <p>2. <i>Express</i> safe and respectful behaviours when using communication technology.</p>
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SCARF Unit - Valuing differences

Y1	Y2	Y3	Y4	Y5	Y6
Valuing difference					
<ol style="list-style-type: none"> 1. <i>Identify</i> the differences and similarities between people; 2. <i>Empathise</i> with those who are different from them; 3. <i>Show appreciation</i> of the positive aspects of these differences 	<ol style="list-style-type: none"> 1. <i>Identify</i> some of the physical and non-physical differences and similarities between people; 2. <i>Understand</i> and use words and phrases that show respect for other people. 	<ol style="list-style-type: none"> 1. <i>Recognise</i> that there are many different types of family; 2. <i>Understand</i> what is meant by 'adoption' 'fostering' and 'same-sex relationships.' 	<ol style="list-style-type: none"> 1. <i>Explain</i> the terms 'negotiation' and 'compromise'; 2. <i>Master</i> the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. 	<ol style="list-style-type: none"> 1. <i>Define</i> some key qualities of friendship; 2. <i>Describe</i> ways of making a friendship last; 3. <i>Explain</i> why friendships sometimes end. 	<ol style="list-style-type: none"> 1. <i>Recognise</i> that bullying and discriminatory behaviour can result from disrespect of people's differences; 2. <i>Propose</i> strategies for dealing with bullying, as a bystander; 3. <i>Describe</i> positive attributes of their peers.

<ol style="list-style-type: none"> 1. <i>Explain</i> the difference between unkindness, teasing and bullying; 2. <i>Understand</i> that bullying is usually quite rare. 	<p><i>Recognise and explain</i> how a person's behaviour can affect other people.</p>	<ol style="list-style-type: none"> 1. <i>Define</i> the term 'community'; 2. <i>Identify</i> the different communities that they belong to; 3. <i>Recognise</i> the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. 	<ol style="list-style-type: none"> 1. <i>Recognise</i> that they have the right to protect their personal body space; 2. <i>Identify</i> how others' non-verbal signals indicate how they feel when people are close to their body space; 3. <i>Suggest</i> people can talk to if they feel uncomfortable with other people's actions towards them. 	<ol style="list-style-type: none"> 1. <i>Rehearse</i> active listening skills; 2. <i>Demonstrate</i> respectfulness in responding to others; 3. <i>Respond</i> appropriately to others. 	<ol style="list-style-type: none"> 1. <i>Understand</i> that all people are unique but that we have far more in common with each other than what is different about us; 2. <i>Acknowledge</i> how a bystander can respond to someone being rude, offensive or bullying someone else; 3. <i>Demonstrate</i> ways of offering support to someone who has been bullied .
<p><i>Explain</i> some of their school rules and how those rules help to keep everybody safe.</p>	<ol style="list-style-type: none"> 1. <i>Identify</i> people who are special to them; 2. <i>Explain</i> some of the ways those people are special to them. 	<ol style="list-style-type: none"> 1. <i>Reflect</i> on listening skills; 2. <i>Communicate</i> examples of respectful language; 3. <i>Communicate</i> examples of how to challenge another's viewpoint, respectfully. 	<ol style="list-style-type: none"> 1. <i>Recognise</i> that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); 2. <i>Explain</i> and give examples of features of these different types of relationships, including 	<ol style="list-style-type: none"> 1. <i>Establish</i> an understanding of discrimination and its injustice, and describe this using examples; 2. <i>Relate</i> with people who have been, and currently are, subjected to injustice, including through racism; 	<p><i>Demonstrate</i> ways of showing respect to others, using verbal and non-verbal communication.</p>

			how they influence what is shared.	3. <i>Consider</i> how discriminatory behaviour can be challenged.	
<ol style="list-style-type: none"> 1. <i>Identify</i> some of the people who are special to them; 2. <i>Recognise and name</i> some of the qualities that make a person special to them. 	<ol style="list-style-type: none"> 1. <i>Explain</i> how it feels to be part of a group; 2. <i>Communicate</i> how it feels to be left out from a group; 3. <i>Identify</i> groups they are part of; 4. <i>Suggest and use strategies</i> for helping someone who is feeling left out. 	<ol style="list-style-type: none"> 1. <i>Explain</i> that people living in the UK have different origins; 2. <i>Identify</i> similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; 3. <i>Establish</i> some of the qualities that people from a diverse range of backgrounds need in order to get on together. 	<ol style="list-style-type: none"> 1. <i>List</i> some of the ways that people are different to each other (including differences of race, gender, religion); 2. <i>Recognise</i> potential consequences of aggressive behaviour; 3. <i>Suggest</i> strategies for dealing with someone who is behaving aggressively. 	<ol style="list-style-type: none"> 1. <i>Identify</i> and <i>describe</i> the different groups that make up their school/wider community/other parts of the UK; 2. <i>Describe</i> the benefits of living in a diverse society; 3. <i>Explain</i> the importance of mutual respect for different faiths and beliefs and how we demonstrate this. 	<ol style="list-style-type: none"> 1. <i>Master</i> the term prejudice; 2. <i>Identify</i> and <i>describe</i> the different groups that make up their school/wider community/other parts of the UK; 3. <i>Describe</i> the benefits of living in a diverse society; 4. <i>Justify</i> the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
<ol style="list-style-type: none"> 1. <i>Recognise and explain</i> what is fair and unfair, kind and unkind; 	<ol style="list-style-type: none"> 1. <i>Recognise and describe</i> acts of 	<ol style="list-style-type: none"> 1. <i>Recognise</i> the factors that make people similar to 	<ol style="list-style-type: none"> 1. <i>List</i> some of the ways in which people are different to each other 	<ol style="list-style-type: none"> 1. <i>Recognise</i> that the information we see online, either text or 	<ol style="list-style-type: none"> 1. <i>Justify</i> the difference between a friend and an acquaintance;

<p>2. <i>Suggest</i> ways they can show kindness to others.</p>	<p>kindness and unkindness;</p> <p>2. <i>Explain</i> how these impact on other people's feelings;</p> <p>3. <i>Suggest</i> kind words and actions they can show to others;</p> <p>4. <i>Show</i> acts of kindness to others in school.</p>	<p>and different from each other;</p> <p>2. <i>Understand</i> that repeated name calling is a form of bullying;</p> <p>3. <i>Suggest</i> strategies for dealing with name calling (including talking to a trusted adult).</p>	<p>(including ethnicity, gender, religious beliefs, customs and festivals);</p> <p>2. <i>Define</i> the word respect and demonstrate ways of showing respect to others' differences.</p>	<p>images, is not always true or accurate;</p> <p>2. <i>Recognise</i> that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</p> <p>3. <i>Explain</i> the difference between sex, gender identity, gender expression and sexual orientation.</p>	<p>2. <i>Describe</i> qualities of a strong, positive friendship;</p> <p>3. <i>Identify</i> the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p>
	<p>1. <i>Demonstrate</i> active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</p> <p>2. <i>Suggest</i> strategies for dealing with a range of common situations requiring negotiation skills to help foster and</p>	<p>1. <i>Understand</i> and explain some of the reasons why different people are bullied;</p> <p>2. <i>Explore</i> why people have prejudiced views and understand what this is.</p>	<p><i>Understand and identify</i> stereotypes, including those promoted in the media.</p>	<p>1. <i>Identify</i> the consequences of positive and negative behaviour on themselves and others;</p> <p>2. <i>Suggest</i> examples of how individual/group actions can impact on others in a positive or negative way.</p>	<p>1. <i>Define</i> what is meant by the term stereotype;</p> <p>2. <i>Recognise</i> how the media can sometimes reinforce gender stereotypes;</p> <p>3. <i>Distinguish</i> that people fall into a wide range of what is seen as normal;</p>

	maintain positive relationships.				4. <i>Identify</i> stereotypical gender portrayals of people.
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SCARF Unit - Keeping myself safe

Y1	Y2	Y3	Y4	Y5	Y6
Growing and changing					
<ol style="list-style-type: none"> <i>Understand</i> that the body gets energy from food, water and air (oxygen); <i>Recognise</i> that exercise and sleep are important parts of a healthy lifestyle. 	<ol style="list-style-type: none"> <i>Understand</i> that medicines can sometimes make people feel better when they're ill; <i>Explain</i> some of the things that a person can do to feel better without use of medicines, if they are unwell; <i>Identify</i> simple issues of safety and responsibility about medicines and their use. 	<ol style="list-style-type: none"> <i>Identify</i> situations which are safe or unsafe; <i>Explain</i> which people can help if a situation is unsafe; <i>Suggest</i> strategies for keeping safe. 	<ol style="list-style-type: none"> <i>Define</i> the terms 'danger', 'risk' and 'hazard' and explain the difference between them; <i>Identify</i> situations which are either dangerous, risky, or hazardous; <i>Suggest</i> simple strategies for managing risk. 	<ol style="list-style-type: none"> <i>Justify</i> what a habit is, giving examples; <i>Describe why</i> and how a habit can be hard to change. 	<ol style="list-style-type: none"> <i>Obtain</i> the responsible and respectful behaviour is necessary when interacting with others online and face-to-face; <i>Describe</i> the ease with which something posted online can spread.

<ol style="list-style-type: none"> 1. <i>Recognise</i> the importance of sleep in maintaining a healthy, balanced lifestyle; 2. <i>Identify</i> simple bedtime routines that promote healthy sleep. 	<ol style="list-style-type: none"> 1. <i>Identify</i> situations in which they would feel safe or unsafe; 2. <i>Suggest</i> actions for dealing with unsafe situations including who they could ask for help. 	<ol style="list-style-type: none"> 1. <i>Define</i> the words danger and risk and explain the difference between the two; 2. <i>Demonstrate</i> strategies for dealing with a risky situation. 	<ol style="list-style-type: none"> 1. <i>Identify</i> images that are safe/unsafe to share online; 2. <i>Communicate</i> strategies for safe online sharing; 3. <i>Understand and explain</i> the implications of sharing images online without consent. 	<ol style="list-style-type: none"> 1. <i>Recognise</i> that there are positive and negative risks; 2. <i>Explain</i> how to weigh up risk factors when making a decision; 3. <i>Describe</i> some of the possible outcomes of taking a risk. 	<ol style="list-style-type: none"> 1. <i>Identify</i> strategies for keeping personal information safe online; 2. <i>Describe</i> safe behaviours when using communication technology.
<ol style="list-style-type: none"> 1. <i>Recognise</i> emotions and physical feelings associated with feeling unsafe. 2. <i>Identify</i> people who can help them when they feel unsafe. 	<p><i>Identify</i> situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p>	<ol style="list-style-type: none"> 1. <i>Identify</i> some key risks from and effects of cigarettes and alcohol; 2. <i>Understand</i> that most people choose not to smoke cigarettes; (Social Norms message) 3. <i>Define</i> the word 'drug' and understand that nicotine and alcohol are both drugs. 	<ol style="list-style-type: none"> 1. <i>Define</i> what is meant by the word 'dare'; 2. <i>Identify</i> from given scenarios which are dares and which are not; 3. <i>Suggest</i> strategies for managing dares. 	<ol style="list-style-type: none"> 1. <i>Demonstrate</i> strategies to deal with both face-to-face and online bullying; 2. <i>Demonstrate</i> strategies and skills for supporting others who are bullied; 3. <i>Recognise</i> and describe the difference between online and face-to-face bullying. 	<ol style="list-style-type: none"> 1. <i>Recognise</i> it is illegal to create and share sexual images of children under 18 years old; 2. <i>Explore</i> the risks of sharing photos and films of themselves with other people directly or online; 3. <i>Understand</i> how to keep

					their information private online.
<ul style="list-style-type: none"> • <i>Recognise</i> the range of feelings that are associated with loss. 	<ol style="list-style-type: none"> 1. <i>Recognise</i> that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; 2. <i>Identify</i> the types of touch they like and do not like; 3. <i>Recognise</i> who they can talk to if someone touches them in a way that makes them feel uncomfortable. 	<ol style="list-style-type: none"> 1. <i>Identify</i> risk factors in given situations; 2. <i>Suggest</i> ways of reducing or managing those risks. 	<ol style="list-style-type: none"> 1. <i>Understand</i> that medicines are drugs; 2. <i>Explain</i> safety issues for medicine use; 3. <i>Suggest</i> alternatives to taking a medicine when unwell; 4. <i>Suggest</i> strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). 	<ol style="list-style-type: none"> 1. <i>Recognise</i> which situations are risky; 2. <i>Explore and share</i> their views about decision making when faced with a risky situation; 3. <i>Suggest</i> what someone should do when faced with a risky situation. 	<ol style="list-style-type: none"> 1. <i>Define</i> what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; 2. <i>Understand</i> that all humans have basic emotional needs and explain some of the ways these needs can be met.
<ol style="list-style-type: none"> 1. <i>Understand</i> that medicines can sometimes make people feel better when they're ill. 2. <i>Explain</i> simple issues of safety and responsibility 	<ol style="list-style-type: none"> 1. <i>Recognise</i> that some touches are not fun and can hurt or be upsetting; 	<ol style="list-style-type: none"> 1. <i>Evaluate</i> the validity of statements relating to online safety; 	<ol style="list-style-type: none"> 1. <i>Identify</i> some of the key risks and effects of smoking and drinking alcohol; 	<ol style="list-style-type: none"> 1. <i>Define</i> what is meant by a dare; 2. <i>Justify</i> why someone might give a dare; 	<ol style="list-style-type: none"> 1. <i>Justify</i> how drugs can be categorised into different groups depending on

<p>about medicines and their use.</p>	<ol style="list-style-type: none"> 2. <i>Understand</i> that they can ask someone to stop touching them; 3. <i>Identify</i> who they can talk to if someone touches them in a way that makes them feel uncomfortable. 	<ol style="list-style-type: none"> 2. <i>Recognise</i> potential risks associated with browsing online; 3. <i>Explain</i> strategies for safe browsing online. 	<ol style="list-style-type: none"> 2. <i>Recognise</i> that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). 	<ol style="list-style-type: none"> 3. <i>Suggest</i> ways of standing up to someone who gives a dare. 	<p>their medical and legal context;</p> <ol style="list-style-type: none"> 2. <i>Demonstrate</i> an understanding that drugs can have both medical and non-medical uses; 3. <i>Explain</i> in simple terms some of the laws that control drugs in this country.
<ol style="list-style-type: none"> 1. <i>Understand</i> and learn the PANTS rules; 2. <i>Understand</i> and label which parts should be private; 3. <i>Explain</i> the difference between appropriate and inappropriate touch; 4. <i>Understand</i> that they have the right to say “no” to unwanted touch; 	<ol style="list-style-type: none"> 1. <i>Identify</i> safe secrets (including surprises) and unsafe secrets; 2. <i>Recognise</i> the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. 	<ol style="list-style-type: none"> 1. <i>Understand</i> that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; 2. <i>Recognise and describe</i> appropriate 	<ol style="list-style-type: none"> 1. <i>Describe</i> stages of identifying and managing risk; 2. <i>Consider</i> people they can ask for help in managing risk. 	<ol style="list-style-type: none"> 1. <i>Consider</i> what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; 2. <i>Recognise</i> that people aren't always who they appear to be online and 	<ol style="list-style-type: none"> 1. <i>Recognise</i> some of the basic laws in relation to drugs; 2. <i>Justify</i> why there are laws relating to drugs in this country.

<p>5. <i>Think</i> about who they trust and who they can ask for help.</p>		<p>behaviour online as well as offline;</p> <p>3. <i>Identify</i> what constitutes personal information and when it is not appropriate or safe to share this;</p> <p>4. <i>Understand and explain</i> how to get help in a situation where requests for images or information of themselves or others occurs.</p>		<p>explain risks of being friends online with a person they have not met face-to-face;</p> <p>3. <i>Understand</i> how to protect personal information online;</p> <p>4. <i>Recognise</i> disrespectful behaviour online and know how to respond to it.</p>	
	<p>1. <i>Identify</i> how inappropriate touch can make someone feel;</p> <p>2. <i>Understand</i> that there are unsafe secrets and secrets that are nice surprises;</p> <p>3. <i>Explain</i> that if someone is being touched in a way</p>	<p>1. <i>Demonstrate</i> strategies for assessing risks;</p> <p>2. <i>Understand and explain</i> decision-making skills;</p> <p>3. <i>Understand</i> where to get help from when making decisions.</p>	<p>1. <i>Understand</i> that we can be influenced both positively and negatively;</p> <p>2. <i>Describe</i> some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>	<p>1. <i>Recognise</i> some of the complexities of categorising drugs;</p> <p>2. <i>Understand</i> that all medicines are drugs but not all drugs are medicines;</p> <p>3. <i>Identify</i> ways in which medicines can be helpful or harmful and used safely or unsafely.</p>	<p>1. <i>Identify</i> the actual norms around drinking alcohol and the reasons for common misperceptions of these;</p> <p>2. <i>Describe</i> some of the effects and risks of</p>

	<p>that they don't like they have to tell someone in their safety network so they can help it stop.</p>				<p>drinking alcohol.</p>
		<p><i>Understand</i> that medicines are drugs and suggest ways that they can be helpful or harmful.</p>		<p><i>Understand</i> the actual norms around smoking and the reasons for common misperceptions of these.</p>	<ol style="list-style-type: none"> 1. <i>Understand</i> that all humans have basic emotional needs and explain some of the ways these needs can be met; 2. <i>Explain</i> how these emotional needs impact on people's behaviour; 3. <i>Suggest</i> positive ways that people can get their emotional need met.

				<ol style="list-style-type: none"> 1. <i>Identify</i> risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; 2. <i>Recognise</i> the actual norms around smoking/alcohol and the reasons for common misperceptions of these. 	<ol style="list-style-type: none"> 1. <i>Identify</i> examples of conflicting emotions; 2. <i>Understand and reflect</i> on how independence and responsibility go together.
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SCARF Unit - Rights & responsibilities

Y1	Y2	Y3	Y4	Y5	Y6
Being my best					
<ol style="list-style-type: none"> 1. <i>Recognise</i> the importance of regular hygiene routines; 2. <i>Sequence</i> personal hygiene routines into a logical order. 	<p><i>Describe and record</i> strategies for getting on with others in the classroom.</p>	<ol style="list-style-type: none"> 1. <i>Define</i> what a volunteer is; 2. <i>Identify</i> people who are volunteers in the school community; 3. <i>Recognise</i> some of the reasons why people volunteer, including mental 	<ol style="list-style-type: none"> 1. <i>Explain</i> how different people in the school and local community help them stay healthy and safe; 2. <i>Define</i> what is meant by 'being responsible'; 3. <i>Describe</i> the various responsibilities of those 	<ol style="list-style-type: none"> 1. <i>Understand</i> the difference between a fact and an opinion; 2. <i>Understand</i> what biased reporting is and the need to think critically about things we read. 	<ol style="list-style-type: none"> 1. <i>Define</i> the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; 2. <i>Describe</i> the language and

		health and wellbeing benefits to those who volunteer.	who help them stay healthy and safe; 4. <i>Suggest</i> ways they can help the people who keep them healthy and safe.		techniques that make up a biased report; 3. <i>Analyse</i> a report also extract the facts from it.
<ol style="list-style-type: none"> 1. <i>Identify</i> what they like about the school environment; 2. <i>Recognise</i> who cares for and looks after the school environment. 	<i>Explain, and utilise,</i> strategies for dealing with impulsive behaviour.	<ol style="list-style-type: none"> 1. <i>Identify</i> key people who are responsible for them to stay safe and healthy; 2. <i>Suggest</i> ways they can help these people. 	<ol style="list-style-type: none"> 1. <i>Understand</i> that humans have rights and also responsibilities; 2. <i>Identify</i> some rights and also responsibilities that come with these. 	<ol style="list-style-type: none"> 1. <i>Identify,</i> write and discuss issues currently in the media concerning health and wellbeing; 2. <i>Express</i> their opinions on an issue concerning health and wellbeing; 3. <i>Suggest</i> recommendations on an issue concerning health and wellbeing. 	<ol style="list-style-type: none"> 1. <i>Understand</i> the legal age (and reason behind these) for having a social media account; 2. <i>Understand</i> why people don't tell the truth and often post only the good bits about themselves, online; 3. <i>Recognise</i> that people's lives are much more balanced in real life, with positives and negatives.
<ol style="list-style-type: none"> 1. <i>Demonstrate</i> responsibility in looking 	<ol style="list-style-type: none"> 1. <i>Identify</i> special people in the school and community who 	<ol style="list-style-type: none"> 1. <i>Understand</i> the difference between 'fact' and 'opinion'; 	<ol style="list-style-type: none"> 1. <i>Understand</i> the reason we have rules; 	<ol style="list-style-type: none"> 1. <i>Define</i> the differences between responsibilities, rights and duties; 	<ol style="list-style-type: none"> 1. <i>Explain</i> some benefits of saving money;

<p>after something (e.g. a class pet or plant);</p> <p>2. <i>Explain</i> the importance of looking after things that belong to themselves or to others.</p>	<p>can help to keep them safe;</p> <p>2. <i>Know</i> how to ask for help.</p>	<p>2. <i>Understand</i> how an event can be perceived from different viewpoints;</p> <p>3. <i>Plan, draft and publish</i> a recount using the appropriate language.</p>	<p>2. <i>Suggest and engage</i> with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</p> <p>3. <i>Recognise</i> that everyone can make a difference within a democratic process.</p>	<p>2. <i>Discuss</i> what can make them difficult to follow;</p> <p>3. <i>Identify</i> the impact on individuals and the wider community if responsibilities are not carried out.</p>	<p>2. <i>Describe</i> the different ways money can be saved, outlining the pros and cons of each method;</p> <p>3. <i>Describe</i> the costs that go into producing an item;</p> <p>4. <i>Suggest</i> sale prices for a variety of items, taking into account a range of factors;</p> <p>5. <i>Explain</i> what is meant by the term <i>interest</i>.</p>
<p>1. <i>Explain</i> where people get money from;</p> <p>2. <i>List</i> some of the things that money may be spent on in a family home.</p>	<p>1. <i>Evaluate</i> what they like about the school environment;</p> <p>2. <i>Identify</i> any problems with the school environment (e.g. things needing repair);</p> <p>3. <i>Suggest</i> ideas for improving the school environment;</p>	<p>1. <i>Define</i> what is meant by the environment;</p> <p>2. <i>Evaluate and explain</i> different methods of looking after the school environment;</p>	<p>1. <i>Define</i> the word <i>influence</i>;</p> <p>2. <i>Recognise</i> that reports in the media can influence the way they think about a topic;</p> <p>3. <i>Form and present</i> their own opinions based on factual information and express or present these</p>	<p>1. <i>Explain</i> what we mean by the terms <i>voluntary</i>, <i>community</i> and <i>pressure (action) group</i>;</p> <p>2. <i>Explain and discuss</i> examples of <i>voluntary groups</i>, the kind of work they do and its value.</p>	<p>1. <i>Recognise and explain</i> that different jobs have different levels of pay and the factors that influence this;</p> <p>2. <i>Explain</i> the different types of tax (income tax and VAT) which help to fund public services;</p>

	4. <i>Recognise</i> that they all have a responsibility for helping to look after the school environment.	3. <i>Devise</i> methods of promoting their priority method.	in a respectful and courteous manner.		3. <i>Evaluate</i> the different public services and compare their value.
1. <i>Recognise</i> that different notes and coins have different monetary value; 2. <i>Explain</i> the importance of keeping money safe; 3. <i>Identify</i> safe places to keep money; 4. <i>Understand</i> the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).	1. <i>Understand</i> that people have choices about what they do with their money; 2. <i>Understand</i> that money can be saved for a use at a future time; 3. <i>Explain</i> how they might feel when they spend money on different things.	1. <i>Understand</i> the terms 'income', 'saving' and 'spending'; 2. <i>Recognise</i> that there are times we can buy items we want and times when we need to save for items; 3. <i>Evaluate</i> which items and services around the home need to be paid for (e.g. food, furniture, electricity etc.)	1. <i>Explain</i> the role of the bystander and how it can influence bullying or other anti-social behaviour; 2. <i>Recognise</i> that they can play a role in influencing outcomes of situations by their actions.	1. <i>Describe</i> the costs involved in producing and selling an item; 2. <i>Suggest</i> questions a consumer should ask before buying a product.	1. <i>Explain</i> what we mean by the terms voluntary, community and pressure (action) group; 2. <i>Describe</i> the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.
	1. <i>Recognise</i> that money can be spent on items which are	1. <i>Explain</i> that people earn their income through their jobs;	1. <i>Understand</i> some of the ways that various national and international	1. <i>Define</i> the terms loan, credit, debt and interest;	1. <i>Explain</i> what is meant by living in an environmentally sustainable way;

	<p>essential or non-essential;</p> <p>2. <i>Recognise</i> that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p>	<p>2. <i>Understand</i> that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>environmental organisations work to help take care of the environment;</p> <p>2. <i>Understand and explain</i> the value of this work.</p>	<p>2. <i>Suggest</i> advice for a range of situations involving personal finance.</p>	<p>2. <i>Suggest</i> actions that could be taken to live in a more environmentally sustainable way.</p>
			<p>1. <i>Define</i> the terms 'income' and 'expenditure';</p> <p>2. <i>List</i> some of the items and services of expenditure in the school and in the home;</p> <p>3. <i>Prioritise</i> items of expenditure in the home from most essential to least essential.</p>	<p>1. <i>Explain</i> some of the areas that local councils have responsibility for;</p> <p>2. <i>Understand</i> that local councillors are elected to represent their local community.</p>	
			<p>1. <i>Explain</i> what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</p> <p>2. <i>Understand</i> how a payslip is laid out</p>		

			showing both pay and deductions; 3. <i>Prioritise</i> public services from most essential to least essential.		
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SCARF Unit - Being my best					
Y1	Y2	Y3	Y4	Y5	Y6
Growing and changing					
<ol style="list-style-type: none"> 1. <i>Recognise</i> the importance of fruit and vegetables in their daily diet; 2. <i>Understand</i> that eating at least five portions of vegetables and fruit a day helps to maintain health. 	<ol style="list-style-type: none"> 1. <i>Explain</i> the stages of the learning line showing an understanding of the learning process; 2. <i>Help</i> themselves and others develop a positive attitude that support their wellbeing; 3. <i>Identify</i> and describe where they are on the learning line in a given activity and apply its positive mindset 	<ol style="list-style-type: none"> 1. <i>Explain</i> how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; 2. <i>Explain</i> what is meant by the term 'balanced diet'; 3. <i>Identify</i> examples what foods might make up a healthy balanced meal. 	<ol style="list-style-type: none"> 1. <i>Identify</i> ways in which everyone is unique; 2. <i>Appreciate</i> their own uniqueness; 3. <i>Recognise</i> that there are times when they will make the same choices as their friends and times when they will choose differently. 	<ol style="list-style-type: none"> 1. <i>Explain</i> two harmful effects each of smoking/drinking alcohol. 2. <i>Explain</i> the importance of food, water and oxygen, sleep and exercise for the human body and its health. 3. <i>Understand</i> the actual norms around smoking and the reasons for common misperceptions of these. 	<ol style="list-style-type: none"> 1. <i>Identify</i> aspirational goals; 2. <i>Describe</i> the actions needed to set and achieve these.

	strategies to their own learning.				
<ol style="list-style-type: none"> 1. <i>Recognise</i> that they may have different tastes in food to others; 2. <i>Identify</i> and select foods from the <i>Eatwell Guide</i> (formerly Eatwell Plate) in order to make a healthy lunch; 3. <i>Recognise</i> which foods we need to eat more of and which we need to eat less of to be healthy. 	<ol style="list-style-type: none"> 1. <i>Understand</i> and give examples of things they can choose themselves and things that others choose for them; 2. <i>Explain</i> things that they like and dislike, and understand that they have choices about these things; 3. <i>Understand</i> and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. 	<ol style="list-style-type: none"> 1. <i>Explain</i> how some infectious illnesses are spread from one person to another; 2. <i>Indicate</i> how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; 3. <i>Suggest</i> medical and non-medical ways of treating an illness. 	<ol style="list-style-type: none"> 1. <i>Suggest</i> examples of choices they make for themselves and choices others make for them; 2. <i>Recognise</i> that there are times when they will make the same choices as their friends and times when they will choose differently. 	<ol style="list-style-type: none"> 1. <i>Understand</i> the basic functions of the four systems covered and know they are inter-related. 2. <i>Explain</i> the function of at least one internal organ. 3. <i>Understand</i> the importance of food, water and oxygen, sleep and exercise for the human body and its health. 	<ol style="list-style-type: none"> 1. <i>Explain</i> what the five ways to wellbeing are; 2. <i>Describe</i> how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
<ol style="list-style-type: none"> 1. <i>Understand</i> how diseases can spread; 	<ol style="list-style-type: none"> 1. <i>Explain</i> how germs can be spread; 2. <i>Describe</i> simple hygiene routines 	<ol style="list-style-type: none"> 1. <i>Develop</i> skills in discussion and debating an issue; 2. <i>Demonstrate</i> their understanding of health 	<ol style="list-style-type: none"> 1. <i>Understand</i> that the body gets energy from food, water and oxygen and that exercise and 	<ol style="list-style-type: none"> 1. <i>Identify</i> their own strengths and talents; 2. <i>Identify</i> areas that need improvement and describe strategies for 	<p><i>Present</i> information they researched on a health and wellbeing issues outlining the key issues and</p>

<p>2. <i>Recognise and use</i> simple strategies for preventing the spread of diseases.</p>	<p>such as hand washing;</p> <p>3. <i>Understand</i> that vaccinations can help to prevent certain illnesses.</p>	<p>and wellbeing issues that are relevant to them;</p> <p>3. <i>Empathise</i> with different viewpoints;</p> <p>4. <i>Observe</i> recommendations based on their research.</p>	<p>sleep are important to our health;</p> <p>2. <i>Plan</i> a menu which gives a healthy balanced of foods from across the food groups on the <i>Eatwell Guide</i> (formerly Eatwell Plate).</p>	<p>achieving those improvements.</p>	<p>making suggestions for any improvements concerning those issues.</p>
<p>1. <i>Recognise</i> that learning a new skill requires practice and the opportunity to fail, safely;</p> <p>2. <i>Understand</i> the learning line's, use as a simple tool to describe the learning process, including overcoming challenges.</p>	<p>1 <i>Explain</i> the importance of good dental hygiene;</p> <p>2 <i>Describe</i> simple dental hygiene routines.</p>	<p>1. <i>Identify</i> their achievements and areas of development;</p> <p>2. <i>Recognise</i> that people may say kind things to help us feel good about ourselves;</p> <p>3. <i>Explain</i> why some groups of people are not represented as much on television/in the media.</p>	<p>1. <i>Understand</i> the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</p> <p>2. <i>Suggest</i> ways the Seven Rs recycling methods can be applied to different scenarios.</p>	<p>1. <i>Define</i> what is meant by community;</p> <p>2. <i>Explain</i> what being part of a school community means to them;</p> <p>3. <i>Suggest</i> ways of improving the school community.</p>	<p>1. <i>Identify</i> risk factors in a given situation;</p> <p>2. <i>Understand and explain</i> the outcomes of risk-taking in a given situation, including emotional risks.</p>
<p>1. <i>Demonstrate</i> attentive listening skills;</p> <p>2. <i>Suggest</i> simple strategies for resolving conflict situations;</p>	<p>1. <i>Understand</i> that the body gets energy from food, water and oxygen;</p>	<p>1. <i>Demonstrate</i> how working together in a collaborative manner can help everyone to achieve success;</p>	<p>1. <i>Define</i> what is meant by the word 'community';</p> <p>2. <i>Suggest</i> ways in which different people support the school community;</p>	<p>1. <i>Identify</i> people who are responsible for helping them stay healthy and safe;</p>	<p>1. <i>Recognise</i> what risk is;</p> <p>2. <i>Explain</i> how a risk can be reduced;</p>

<p>3. <i>Give and receive</i> positive feedback, and experience how this makes them feel.</p>	<p>2. <i>Recognise</i> that exercise and sleep are important to health</p>	<p>2. <i>Understand and explain</i> how the brain sends and receives messages through the nerves.</p>	<p>3. <i>Identify</i> qualities and attributes of people who support the school community.</p>	<p>2. <i>Identify</i> ways that they can help these people.</p>	<p>3. <i>Understand</i> risks related to growing up and explain the need to be aware of these;</p> <p>4. <i>Assess</i> a risk to help keep themselves safe.</p>
<p>• <i>Recognise</i> how a person's behaviour (including their own) can affect other people.</p>	<p>1. <i>Name</i> major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</p> <p>2. <i>Describe</i> how food, water and air get into the body and blood.</p>	<p>1. <i>Name</i> major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</p> <p>2. <i>Describe</i> how food, water and air get into the body and blood.</p>		<p>1. <i>Describe</i> 'star' qualities of celebrities as portrayed by the media;</p> <p>2. <i>Recognise</i> that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</p> <p>3. <i>Describe</i> 'star' qualities that 'ordinary' people have.</p>	
		<p>1. <i>Explain</i> some of the different talents and skills that people have and how skills are developed;</p>			

		2. <i>Recognise</i> their own skills and those of other children in the class.			
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SCARF Unit - Growing & changing

Y1	Y2	Y3	Y4	Y5	Y6
Growing and changing					
<ol style="list-style-type: none"> 1. <i>Name</i> major internal body parts (heart, lungs, blood, stomach, intestines, brain); 2. <i>Understand and explain</i> the simple bodily processes associated with them. 	<p><i>Demonstrate</i> simple ways of giving positive feedback to others.</p>	<ol style="list-style-type: none"> 1. <i>Identify</i> different types of relationships; 2. <i>Recognise</i> who they have positive healthy relationships with. 	<ol style="list-style-type: none"> 1. <i>Describe</i> some of the changes that happen to people during their lives; 2. <i>Explain</i> how the Learning Line can be used as a tool to help them manage change more easily; 3. <i>Suggest</i> people who may be able to help them deal with change. 	<ol style="list-style-type: none"> 1. <i>Use</i> a range of words and phrases to <i>describe</i> the intensity of different feelings 2. <i>Distinguish</i> between good and not so good feelings, using appropriate vocabulary to describe these; 3. <i>Explain</i> strategies they can use to build resilience. 	<ol style="list-style-type: none"> 1. <i>Recognise</i> some of the changes they have experienced and their emotional responses to those changes; 2. <i>Suggest</i> positive strategies for dealing with change; 3. <i>Identify</i> people who can support someone who

					is dealing with a challenging time of change.
<ol style="list-style-type: none"> 1. <i>Understand</i> some of the tasks required to look after a baby; 2. <i>Explain</i> how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. 	<p><i>Recognise</i> the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p>	<ol style="list-style-type: none"> 1. <i>Understand</i> what is meant by the term body space (or personal space); 2. <i>Identify</i> when it is appropriate or inappropriate to allow someone into their body space; 3. <i>Rehearse</i> strategies for when someone is inappropriately in their body space. 	<ol style="list-style-type: none"> 1. <i>Name</i> some positive and negative feelings; 2. <i>Understand</i> how the onset of puberty can have emotional as well as physical impact 3. <i>Suggest</i> reasons why young people sometimes fall out with their parents; 4. <i>Act out</i> role play practising how to compromise. 	<ol style="list-style-type: none"> 1. <i>Identify</i> people who can be trusted; 2. <i>Understand</i> what kinds of touch are acceptable or unacceptable; 3. <i>Describe</i> strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. 	<ol style="list-style-type: none"> 1. <i>Understand</i> that fame can be short-lived; 2. <i>Recognise</i> that photos can be changed to match society's view of perfect; 3. <i>Identify</i> qualities that people have, as well as their looks.
<ol style="list-style-type: none"> 1. <i>Identify</i> things they could do as a baby, a toddler and can do now; 2. <i>Identify</i> the people who help/helped them at those different stages. 	<ol style="list-style-type: none"> 1. <i>Identify</i> different stages of growth (e.g. baby, toddler, child, teenager, adult); 2. <i>Understand and describe</i> some of the things that people 	<ol style="list-style-type: none"> 1. <i>Define</i> the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; 2. <i>Recognise</i> how different surprises and secrets might make them feel; 	<ol style="list-style-type: none"> 1. <i>Identify</i> parts of the body that males and females have in common and those that are different; 2. <i>Use</i> the correct terminology for their genitalia; 	<ol style="list-style-type: none"> 1. <i>Explain</i> how someone might feel when they are separated from someone or something they like; 2. <i>Suggest</i> ways to help someone who is separated from someone or something they like. 	<ol style="list-style-type: none"> 1. <i>Define</i> what is meant by the term stereotype; 2. <i>Recognise</i> how the media can sometimes reinforce gender stereotypes;

	are capable of at these different stages	3. <i>Understand</i> that they could ask for help if a secret made them feel uncomfortable or unsafe.	3. <i>Understand and explain</i> why puberty happens.		3. <i>Recognise</i> that people fall into a wide range of what is seen as normal; 4. <i>Challenge</i> stereotypical gender portrayals of people.
<ol style="list-style-type: none"> 1. <i>Explain</i> the difference between teasing and bullying; 2. <i>Explain</i> what they can do if they experience or witness bullying; 3. <i>Communicate</i> who they could get help from in a bullying situation. 	<ol style="list-style-type: none"> 1. <i>Identify</i> which parts of the human body are private; 2. <i>Explain</i> that boys and girls have different private parts so, when they are grown up, a man and a woman can choose to make a baby. 3. <i>Understand</i> that humans mostly have the same body parts but that they can look different from person to person. 	<ol style="list-style-type: none"> 1. <i>Recognise</i> that babies come from the joining of an egg and sperm; 2. <i>Explain</i> what happens when an egg doesn't meet a sperm; 3. <i>Understand</i> that for girls, periods are a normal part of puberty. 	<ol style="list-style-type: none"> 1. <i>To know</i> the key facts of the menstrual cycle; 2. <i>Understand</i> that periods are a normal part of puberty for girls; 3. <i>Identify</i> some of the ways to cope better with periods. 	<ol style="list-style-type: none"> 1. <i>To know</i> the correct words for the external sexual organs; 2. <i>Discuss</i> some of the myths associated with puberty. 	<ol style="list-style-type: none"> 1. <i>Understand</i> the risks of sharing images online and how these are hard to control, once shared; 2. <i>Understand</i> that people can feel pressured to behave in a certain way because of the influence of the peer group; 3. <i>Understand</i> the norms of risk-taking.

					behaviour and that these are usually lower than people believe them to be.
<ol style="list-style-type: none"> 1. <i>Explain</i> the difference between a secret and a nice surprise; 2. <i>Identify</i> situations as being secrets or surprises; 3. <i>Recognise</i> who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. 	<ol style="list-style-type: none"> 1. <i>Explain</i> what privacy means; 2. <i>Understand</i> that you are not allowed to touch someone's private belongings without their permission; 3. <i>Explain</i> some different types of private information. 	<p><u>Cross Curricular project</u></p> <ol style="list-style-type: none"> 1. <i>Explain</i> whose responsibility it is to look after the local environment; 2. <i>Plan</i> and carry out an event which will benefit the local environment. 	<ol style="list-style-type: none"> 1. <i>Define</i> the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; 2. <i>Recognise</i> how different surprises and secrets might make them feel; 3. <i>Identify</i> who they could ask for help if a secret made them feel uncomfortable or unsafe. 	<ol style="list-style-type: none"> 1. <i>Identify</i> some products that they may need during puberty and why; 2. <i>Understand</i> what menstruation is and why it happens. 	<ol style="list-style-type: none"> 1. <i>Define</i> the word 'puberty' giving examples of some of the physical and emotional changes associated with it; 2. <i>Suggest</i> strategies that would help someone who felt challenged by the changes in puberty; 3. <i>Understand</i> what FGM is and that it is an illegal

					<p>practice in this country;</p> <p>4. <i>Recognise</i> where someone could get support if they were concerned about their own or another person's safety.</p>
<p>1. <i>Identify</i> parts of the body that are private;</p> <p>2. <i>Describe</i> ways in which private parts can be kept private;</p> <p>3. <i>Identify</i> people they can talk to about their private parts.</p>			<p>1. <i>Understand</i> that marriage is a commitment to be entered into freely and not against someone's will;</p> <p>2. <i>Recognise</i> that marriage includes same sex and opposite sex partners;</p> <p>3. <i>Define</i> the legal age for marriage in England or Scotland;</p> <p>4. <i>Discuss</i> the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>	<p>1. <i>Recognise</i> how our body feels when we're relaxed;</p> <p>2. <i>Identify</i> examples of some of the ways our body feels when it is nervous or sad;</p> <p>3. <i>Describe and/or demonstrate</i> how to be resilient in order to find someone who will listen to you.</p>	<p>1. <i>Explain</i> the difference between a safe and an unsafe secret;</p> <p>2. <i>Identify</i> situations where someone might need to break a confidence in order to keep someone safe.</p>

			<p><u>Cross Curricular project</u></p> <ol style="list-style-type: none"> 1. <i>Define</i> what a volunteer is; 2. Use the Five Ways to Wellbeing theory to <i>suggest</i> some of the reasons why people volunteer. 	<ol style="list-style-type: none"> 1. <i>Identify</i> the consequences of positive and negative behaviour on themselves and others; 2. <i>Explain</i> some examples of how individual/group actions can impact on others in a positive or negative way. 	<ol style="list-style-type: none"> 1. <i>Identify</i> the changes that happen through puberty to allow sexual reproduction to occur; 2. <i>Explain</i> a variety of ways in which the sperm can fertilise the egg to create a baby; 3. <i>To remember</i> the legal age of consent and what it means.
				<ol style="list-style-type: none"> 1. <i>Explain</i> the difference between a safe and an unsafe secret; 2. <i>Identify</i> situations where someone might need to break a confidence in order to keep someone safe. 	<ol style="list-style-type: none"> 1. <i>Explain</i> how HIV affects the body's immune system; 2. <i>Understand</i> that HIV is difficult to transmit; 3. <i>Explain</i> how a person can

					protect themselves from HIV.
				<ol style="list-style-type: none"> 1. <i>Recognise</i> that some people can get bullied because of the way they express their gender; 2. <i>Define</i> some ways that bullying behaviours can be stopped. 	<p><u>Cross Curricular projects</u></p> <ol style="list-style-type: none"> 1. <i>Determine</i> some of the characteristics of Thomas Coram through studying his portrait; 2. <i>Appreciate</i> the conditions of life of children in poverty in the 18th Century and relate these to their rights. 3. <i>Demonstrate</i> their understanding of the aims of Thomas Coram and his proposed

					Founding Hospital.
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