

## **Relationships Education – Curriculum for Implementation 1 September 2026:**

Parsons Green Prep uses SCARF resources to teach the Relationships Education provided by Coram Education. The following themes will be covered by the end of Year 6 (Primary).

### **1. That families are important for children growing up safe and happy because they can provide love, security and stability.**

<b>Year Group</b>	<b>Theme</b>
R	All about me
R	I am a friend
R	Keeping safe online
R	Looking after my special people
R	Me and my special people
R	Safe indoors and outdoors
R	Same and different
R	Same and different families
R	What makes me special
R	Where do babies come from?
R	Who can help me?
Y1	Who are our special people?
Y2	My special people
Y3	Family and friends
Y4	Friend or acquaintance?
Y4	My feelings are all over the place!
Y6	Advertising friendships!
Y6	What's the risk? (2)

### **2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.**

<b>Year Group</b>	<b>Theme</b>
R	I am a friend
R	I am caring
R	Keeping safe online
R	Life Stages: Human life stage - who will I be?
R	Looking after my special people
R	Me and my special people
R	People who help to keep me safe
R	Same and different
R	Same and different families
R	Where do babies come from?
R	Who can help me?
Y1	Taking care of a baby
Y1	Who are our special people?
Y2	My special people
Y4	Friend or acquaintance?
Y4	My feelings are all over the place!
Y5	Help! I'm a teenager - get me out of here!
Y6	Helpful or unhelpful? Managing change

**3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.**

<b>Year Group</b>	<b>Theme</b>
R	All about me
R	Getting bigger
R	I am a friend
R	I am caring
R	Looking after my special people
R	Me and my special people
R	Same and different
R	Same and different families
R	Same and different homes
R	What makes me special
R	Where do babies come from?
Y1	Our special people balloons
Y1	Same or different?
Y1	Who are our special people?
Y2	My special people
Y3	Family and friends
Y3	Let's celebrate our differences
Y3	Our friends and neighbours
Y4	The people we share our world with
Y4	Together
Y4	What would I do?
Y5	Making babies (OPTIONAL)
Y5	The land of the Red People
Y6	Don't force me
Y6	Making babies

**4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.**

<b>Year Group</b>	<b>Theme</b>
R	I am a friend
R	Life Stages: Human life stage - who will I be?
R	Looking after my special people
R	People who help to keep me safe
R	Same and different
R	Same and different families
R	Same and different homes
Y1	Our special people balloons
Y1	Same or different?
Y1	Who are our special people?
Y2	My special people
Y3	Family and friends
Y4	My feelings are all over the place!
Y4	Preparing for changes at puberty
Y4	Together
Y5	Help! I'm a teenager - get me out of here!
Y5	Making babies (OPTIONAL)
Y6	Advertising friendships!

Y6	Don't force me
Y6	Making babies
Y6	Online Sexual Content (OPTIONAL)

**5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.**

Year Group	Theme
R	I am a friend
R	I am caring
R	Life Stages: Human life stage - who will I be?
R	Same and different
R	Where do babies come from?
Y4	Together
Y6	Don't force me

**6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.**

Year Group	Theme
R	My feelings
R	My feelings (2)
R	People who help to keep me safe
Y1	Good or bad touches?
Y1	Surprises and secrets
Y1	Who can help? (1)
Y3	Family and friends
Y5	Growing up and changing bodies
Y6	Don't force me
Y6	Helpful or unhelpful? Managing change

**Caring friendships**

**1. How important friendships are in making us feel happy and secure, and how people choose and make friends.**

Year Group	Theme
R	All about me
R	I am a friend
R	Looking after my friends
R	Me and my special people
R	My feelings (2)
R	Same and different
R	Who can help me?
Y1	Good friends
Y2	Being a good friend
Y3	Friends are special
Y3	Looking after our special people
Y3	Relationship tree
Y4	Can you sort it?
Y4	Friend or acquaintance?
Y4	Together
Y5	How good a friend are you?
Y5	It could happen to anyone (OPTIONAL)
Y5	Qualities of friendship
Y5	Would you risk it?

Y6

Advertising friendships!

**2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.**

<b>Year Group</b>	<b>Theme</b>
R	Bouncing back when things go wrong
R	I am a friend
R	I am caring
R	Looking after my friends
R	My feelings (2)
R	Same and different
R	Who can help me?
Y1	Good friends
Y1	It's not fair!
Y1	Unkindness, teasing or bullying?
Y1	Who can help? (2)
Y2	A helping hand
Y2	An act of kindness
Y2	Being a good friend
Y2	When someone is feeling left out
Y3	How can we solve this problem?
Y4	An email from Harold!
Y4	Can you sort it?
Y4	Keeping ourselves safe
Y4	Ok or not ok? (part 1)
Y4	The people we share our world with
Y5	Being assertive
Y5	Give and take
Y5	How good a friend are you?
Y5	It could happen to anyone (OPTIONAL)
Y5	Qualities of friendship
Y5	Relationship cake recipe
Y5	The land of the Red People
Y5	Would you risk it?
Y6	Advertising friendships!
Y6	Dan's day (OPTIONAL)
Y6	Joe's story (part 1) (OPTIONAL)
Y6	Online Sexual Content (OPTIONAL)
Y6	Solve the friendship problem
Y6	What's the risk? (1)

**3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.**

<b>Year Group</b>	<b>Theme</b>
R	I am a friend
R	I am caring
R	Looking after my friends
R	My feelings (2)
R	Same and different
R	Who can help me?
R	Yes, I can!

Y1	Good friends
Y1	It's not fair!
Y1	Pass on the praise!
Y2	Types of bullying
Y3	Friends are special
Y3	Looking after our special people
Y4	An email from Harold!
Y4	Can you sort it?
Y4	Friend or acquaintance?
Y5	Being assertive
Y5	Give and take
Y5	How good a friend are you?
Y5	It could happen to anyone (OPTIONAL)
Y5	Qualities of friendship
Y5	Relationship cake recipe
Y6	Advertising friendships!
Y6	Dan's day (OPTIONAL)
Y6	Five Ways to Wellbeing project
Y6	Joe's story (part 1) (OPTIONAL)
Y6	OK to be different
Y6	Solve the friendship problem
Y6	What's the risk? (1)

**4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.**

<b>Year Group</b>	<b>Theme</b>
R	I am a friend
R	I am caring
R	My feelings (2)
R	Same and different
Y1	Good friends
Y1	Harold has a bad day
Y1	How are you listening?
Y1	It's not fair!
Y1	Pass on the praise!
Y1	Unkindness, teasing or bullying?
Y1	Who can help? (2)
Y2	Being a good friend
Y2	Bullying or teasing? (OPTIONAL)
Y2	Don't do that!
Y2	Getting on with others
Y2	Types of bullying
Y3	Friends are special
Y3	Looking after our special people
Y3	My changing body
Y3	Relationship tree
Y3	Zeb
Y4	An email from Harold!
Y4	Can you sort it?
Y4	Friend or acquaintance?

Y4	Making choices
Y4	Ok or not ok? (part 1)
Y4	Ok or not ok? (part 2)
Y4	The people we share our world with
Y4	Together
Y4	Under pressure
Y4	What would I do?
Y5	Being assertive
Y5	Give and take
Y5	How good a friend are you?
Y5	It could happen to anyone (OPTIONAL)
Y5	Qualities of friendship
Y5	Relationship cake recipe
Y5	Would you risk it?
Y6	Advertising friendships!
Y6	Boys will be boys? - challenging gender stereotypes
Y6	Dan's day (OPTIONAL)
Y6	Is this normal?
Y6	Joe's story (part 1) (OPTIONAL)
Y6	OK to be different
Y6	Online Sexual Content (OPTIONAL)
Y6	Solve the friendship problem
Y6	Tolerance and respect for others
Y6	What's the risk? (1)

**5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.**

<b>Year Group</b>	<b>Theme</b>
R	I am a friend
R	Keeping safe online
R	My feelings (2)
R	Same and different
Y1	Harold has a bad day
Y1	How are you listening?
Y1	It's not fair!
Y1	Surprises and secrets
Y1	Unkindness, teasing or bullying?
Y1	Who can help? (1)
Y1	Who can help? (2)
Y2	Solve the problem
Y3	Friends are special
Y3	How can we solve this problem?
Y4	Can you sort it?
Y4	Ok or not ok? (part 1)
Y4	Ok or not ok? (part 2)
Y4	Together
Y4	What would I do?
Y5	How good a friend are you?
Y5	Qualities of friendship
Y5	Relationship cake recipe
Y5	Would you risk it?

Y6 Advertising friendships!  
Y6 Solve the friendship problem

**6. How to manage conflict, and that resorting to violence is never right.**

<b>Year Group</b>	<b>Theme</b>
R	Life Stages: Human life stage - who will I be?
Y1	How are you listening?
Y1	Pass on the praise!
Y2	Getting on with others
Y2	Solve the problem
Y3	Friends are special
Y3	Relationship tree
Y4	Can you sort it?
Y4	How dare you!
Y4	Islands
Y4	Keeping ourselves safe
Y4	My feelings are all over the place!
Y4	Ok or not ok? (part 1)
Y4	Ok or not ok? (part 2)
Y4	Together
Y4	What would I do?
Y5	Being assertive
Y5	Ella's diary dilemma (OPTIONAL)
Y5	It could happen to anyone (OPTIONAL)
Y5	Qualities of friendship
Y5	Relationship cake recipe
Y5	Would you risk it?
Y6	Advertising friendships!
Y6	Assertiveness skills
Y6	Joe's story (part 1) (OPTIONAL)
Y6	Solve the friendship problem
Y6	What's the risk? (1)

**7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.**

<b>Year Group</b>	<b>Theme</b>
R	My feelings (2)
Y1	Harold has a bad day
Y1	How are you listening?
Y1	It's not fair!
Y1	Surprises and secrets
Y1	Unkindness, teasing or bullying?
Y1	Who can help? (1)
Y1	Who can help? (2)
Y2	Solve the problem
Y3	Friends are special
Y3	How can we solve this problem?
Y4	Can you sort it?
Y4	Ok or not ok? (part 1)
Y4	Ok or not ok? (part 2)
Y4	Together

Y4	What would I do?
Y5	How good a friend are you?
Y5	Qualities of friendship
Y5	Relationship cake recipe
Y5	Would you risk it?
Y6	Advertising friendships!
Y6	Solve the friendship problem
	Respectful, kind relationships

**1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.**

<b>Year Group</b>	<b>Theme</b>
R	All about me
R	I am a friend
R	I am caring
R	I'm special, you're special
R	Looking after my friends
R	Me and my special people
R	Same and different
Y1	How are you listening?
Y1	Pass on the praise!
Y1	Same or different?
Y2	What makes us who we are?
Y3	For or against?
Y3	How can we solve this problem?
Y3	Let's celebrate our differences
Y3	Our friends and neighbours
Y3	Respect and challenge
Y3	Thanks
Y3	Zeb
Y4	Can you sort it?
Y4	Friend or acquaintance?
Y4	Keeping ourselves safe
Y4	Making choices
Y4	Ok or not ok? (part 1)
Y4	Ok or not ok? (part 2)
Y4	The people we share our world with
Y4	Together
Y4	Under pressure
Y4	What makes me ME!
Y4	What would I do?
Y5	Being assertive
Y5	Happy being me
Y5	Help! I'm a teenager - get me out of here!
Y5	Is it true?
Y5	Kind conversations
Y5	Qualities of friendship
Y5	Stop, start, stereotypes
Y5	The land of the Red People
Y6	Behave yourself

Y6	Boys will be boys? - challenging gender stereotypes
Y6	Don't force me
Y6	I look great!
Y6	Is this normal?
Y6	Joe's story (part 1) (OPTIONAL)
Y6	Media manipulation
Y6	OK to be different
Y6	Online Sexual Content (OPTIONAL)
Y6	Respecting differences
Y6	Tolerance and respect for others
Y6	We have more in common than not
Y6	What's the risk? (1)

## **2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.**

<b>Year Group</b>	<b>Theme</b>
R	Listening to my feelings
Y1	Harold has a bad day
Y1	It's not fair!
Y1	Same or different?
Y1	Why we have classroom rules
Y2	An act of kindness
Y2	How do we make others feel?
Y2	Our ideal classroom (1)
Y2	What makes us who we are?
Y3	For or against?
Y3	Let's celebrate our differences
Y3	Our friends and neighbours
Y3	Thanks
Y3	Zeb
Y4	Can you sort it?
Y4	Human machines
Y4	My feelings are all over the place!
Y4	Ok or not ok? (part 1)
Y4	The people we share our world with
Y4	What makes me ME!
Y4	What would I do?
Y5	Ella's diary dilemma (OPTIONAL)
Y5	Happy being me
Y5	Help! I'm a teenager - get me out of here!
Y5	Is it true?
Y5	Kind conversations
Y5	Qualities of friendship
Y5	The land of the Red People
Y5	Would you risk it?
Y6	Assertiveness skills
Y6	Behave yourself
Y6	Boys will be boys? - challenging gender stereotypes
Y6	I look great!
Y6	Online Sexual Content (OPTIONAL)
Y6	Respecting differences

**3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.**

Year Group	Theme
R	Bouncing back when things go wrong
R	I am a friend
R	I am caring
R	Me and my body - girls and boys
R	My feelings (2)
Y1	Harold has a bad day
Y1	Harold's school rules
Y1	It's not fair!
Y1	Pass on the praise!
Y1	Why we have classroom rules
Y2	An act of kindness
Y2	Getting on with others
Y2	Our ideal classroom (1)
Y3	For or against?
Y3	Friends are special
Y3	Respect and challenge
Y3	Thanks
Y3	Zeb
Y4	Can you sort it?
Y4	How do we make a difference?
Y4	In the news!
Y4	Ok or not ok? (part 1)
Y4	What would I do?
Y5	Ella's diary dilemma (OPTIONAL)
Y5	Happy being me
Y5	Help! I'm a teenager - get me out of here!
Y5	Qualities of friendship
Y5	Relationship cake recipe
Y5	Would you risk it?
Y6	Online Sexual Content (OPTIONAL)
Y6	Respecting differences

**4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.**

Year Group	Theme
R	I am caring
R	Looking after my friends
R	Same and different
Y1	Who can help? (2)
Y2	Bullying or teasing? (OPTIONAL)
Y4	How dare you!
Y4	Keeping ourselves safe
Y4	Ok or not ok? (part 2)
Y4	The people we share our world with

Y4	What makes me ME!
Y5	Drugs: true or false? (OPTIONAL)
Y5	Ella's diary dilemma (OPTIONAL)
Y5	Happy being me
Y5	Help! I'm a teenager - get me out of here!
Y5	Kind conversations
Y5	Qualities of friendship
Y5	Relationship cake recipe
Y5	The land of the Red People
Y5	Would you risk it?
Y6	Acting appropriately
Y6	Assertiveness skills
Y6	Behave yourself
Y6	I look great!
Y6	Joe's story (part 1) (OPTIONAL)
Y6	Media manipulation
Y6	We have more in common than not
Y6	What's the risk? (1)

**5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.**

<b>Year Group</b>	<b>Theme</b>
R	All about me
R	Life Stages: Human life stage - who will I be?
R	Looking after my special people
R	Me and my special people
R	My feelings (2)
R	Same and different
R	Same and different families
R	Same and different homes
R	What makes me special
R	Where do babies come from?
R	Who can help me?
Y1	Harold has a bad day
Y1	Harold's school rules
Y1	Pass on the praise!
Y1	Taking care of something
Y1	Unkindness, teasing or bullying?
Y1	Who can help? (2)
Y2	Bullying or teasing? (OPTIONAL)
Y2	Don't do that!
Y2	Getting on with others
Y2	Types of bullying
Y3	Our friends and neighbours
Y3	Zeb
Y4	Can you sort it?
Y4	How do we make a difference?
Y4	Ok or not ok? (part 1)
Y4	Ok or not ok? (part 2)
Y4	Safety in numbers

Y4	The people we share our world with
Y4	What would I do?
Y5	Decision dilemmas
Y5	Ella's diary dilemma (OPTIONAL)
Y5	Happy being me
Y5	Kind conversations
Y5	Qualities of friendship
Y5	Relationship cake recipe
Y5	Spot bullying
Y5	Taking notice of our feelings
Y5	The land of the Red People
Y6	Acting appropriately
Y6	Assertiveness skills
Y6	Behave yourself
Y6	Boys will be boys? - challenging gender stereotypes
Y6	Don't force me
Y6	Respecting differences
Y6	Tolerance and respect for others
Y6	We have more in common than not
Y6	What's the risk? (1)
Y6	What's the risk? (2)

**6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.**

<b>Year Group</b>	<b>Theme</b>
R	Being helpful at home and caring for our classroom
R	I am a friend
R	Life Stages: Human life stage - who will I be?
R	Looking after my friends
R	My feelings (2)
Y1	Pass on the praise!
Y1	Unkindness, teasing or bullying?
Y1	Who can help? (2)
Y1	Why we have classroom rules
Y2	Bullying or teasing? (OPTIONAL)
Y2	Don't do that!
Y2	Getting on with others
Y2	Types of bullying
Y2	What makes us who we are?
Y3	Friends are special
Y3	Let's celebrate our differences
Y3	Looking after our special people
Y3	Zeb
Y4	Can you sort it?
Y4	How dare you!
Y4	Keeping ourselves safe
Y4	Making choices
Y4	Ok or not ok? (part 1)
Y4	Ok or not ok? (part 2)
Y4	Safety in numbers
Y4	Under pressure

Y4	What would I do?
Y5	Ella's diary dilemma (OPTIONAL)
Y5	Happy being me
Y5	Is it true?
Y5	Spot bullying
Y5	Stop, start, stereotypes
Y5	Would you risk it?
Y6	Acting appropriately
Y6	Behave yourself
Y6	Boys will be boys? - challenging gender stereotypes
Y6	I look great!
Y6	OK to be different
Y6	We have more in common than not
Y6	What's the risk? (1)
7.	The conventions of courtesy and manners.
N	Looking after my environment
R	Being helpful at home and caring for our classroom
R	Caring for our world
R	Looking after my friends
R	Same and different homes
Y1	Why we have classroom rules
Y2	Our ideal classroom (2) (OPTIONAL)
Y3	Zeb
Y4	What would I do?

**8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.**

<b>Year Group</b>	<b>Theme</b>
R	All about me
R	Bouncing back when things go wrong
R	I'm special, you're special
R	Same and different
R	What makes me special
R	Yes, I can!
Y1	Feelings and bodies
Y1	Good or bad touches?
Y1	Surprises and secrets
Y1	Who are our special people?
Y2	Harold's picnic
Y3	My community
Y3	Our helpful volunteers
Y3	Secret or surprise?
Y4	An email from Harold!
Y4	Islands
Y4	Secret or surprise?
Y4	Volunteering is cool (OPTIONAL)
Y5	Ella's diary dilemma (OPTIONAL)
Y5	Growing up and changing bodies
Y5	Mo makes a difference
Y6	Action stations! (OPTIONAL)

Y6	Advertising friendships!
Y6	Assertiveness skills
Y6	Boys will be boys? - challenging gender stereotypes
Y6	Community art (OPTIONAL)
Y6	Don't force me
Y6	Fakebook friends
Y6	Five Ways to Wellbeing project
Y6	Helpful or unhelpful? Managing change
Y6	I look great!
Y6	It's a puzzle (OPTIONAL)
Y6	Joe's story (part 1) (OPTIONAL)
Y6	Online Sexual Content (OPTIONAL)
Y6	Rat Park
Y6	Think before you click!

**9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.**

<b>Year Group</b>	<b>Theme</b>
Y1	Unkindness, teasing or bullying?
Y1	Who can help? (2)
Y2	Bullying or teasing? (OPTIONAL)
Y2	Don't do that!
Y2	Getting on with others
Y2	Types of bullying
Y3	Let's celebrate our differences
Y3	Zeb
Y4	How dare you!
Y4	Keeping ourselves safe
Y4	Safety in numbers
Y4	Under pressure
Y4	What would I do?
Y5	Ella's diary dilemma (OPTIONAL)
Y5	Happy being me
Y5	Is it true?
Y5	Spot bullying
Y5	Stop, start, stereotypes
Y6	Acting appropriately
Y6	Behave yourself
Y6	Boys will be boys? - challenging gender stereotypes
Y6	I look great!
Y6	OK to be different
Y6	We have more in common than not
Y6	What's the risk? (1)

**10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.**

<b>Year Group</b>	<b>Theme</b>
R	Me and my body - girls and boys
Y3	Family and friends
Y3	Zeb
Y4	That is such a stereotype!

Y5	Happy being me
Y5	Is it true?
Y5	Stop, start, stereotypes
Y6	Boys will be boys? - challenging gender stereotypes
Y6	Media manipulation
Y6	Two sides to every story

**11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.**

<b>Year Group</b>	<b>Theme</b>
R	Listening to my feelings
Y1	Harold has a bad day
Y1	How are you listening?
Y1	It's not fair!
Y1	Surprises and secrets
Y1	Unkindness, teasing or bullying?
Y1	Who can help? (1)
Y1	Who can help? (2)
Y2	Solve the problem
Y3	Family and friends
Y3	Friends are special
Y3	How can we solve this problem?
Y3	Zeb
Y4	Can you sort it?
Y4	Ok or not ok? (part 1)
Y4	Ok or not ok? (part 2)
Y4	That is such a stereotype!
Y4	Together
Y4	What would I do?
Y5	Happy being me
Y5	How good a friend are you?
Y5	Qualities of friendship
Y5	Relationship cake recipe
Y5	Stop, start, stereotypes
Y6	Advertising friendships!
Y6	Boys will be boys? - challenging gender stereotypes
Y6	Solve the friendship problem
Y6	Two sides to every story
	Online safety and awareness
	Statutory requirement SCARF lesson plans that support the teaching and learning of this

**1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.**

<b>Year Group</b>	<b>Theme</b>
Y1	Unkindness, teasing or bullying?
Y1	Who can help? (2)
Y2	Bullying or teasing? (OPTIONAL)

Y2	Playing games
Y2	Types of bullying
Y3	Let's celebrate our differences
Y3	None of your business!
Y3	Relationship tree
Y3	Zeb
Y4	Can you sort it?
Y4	How dare you!
Y4	How do we make a difference?
Y4	Ok or not ok? (part 2)
Y4	Traffic lights (OPTIONAL)
Y4	What would I do?
Y5	Communication (OPTIONAL)
Y5	Ella's diary dilemma (OPTIONAL)
Y5	Is it true?
Y5	Play, like, share 1
Y5	Play, like, share 2
Y5	Spot bullying
Y5	Stop, start, stereotypes
Y6	Boys will be boys? - challenging gender stereotypes
Y6	I look great!
Y6	It's a puzzle (OPTIONAL)
Y6	Think before you click!
Y6	To share or not to share?
Y6	We have more in common than not
Y6	What's the risk? (1)

**2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.**

<b>Year Group</b>	<b>Theme</b>
Y2	Playing games
Y3	I am fantastic!
Y3	None of your business!
Y3	Super Searcher
Y4	Ok or not ok? (part 2)
Y5	Play, like, share 1
Y5	Play, like, share 2
Y5	Spot bullying
Y5	Would you risk it?
Y6	Fakebook friends
Y6	It's a puzzle (OPTIONAL)
Y6	Media manipulation
Y6	Online Sexual Content (OPTIONAL)
Y6	Pressure online
Y6	Think before you click!
Y6	To share or not to share?
Y6	What's the risk? (2)

**3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.**

<b>Year Group</b>	<b>Theme</b>
R	Keeping safe online
Y1	Sharing pictures
Y3	None of your business!
Y3	Super Searcher
Y4	How do we make a difference?
Y4	Keeping ourselves safe
Y4	Picture wise
Y4	Traffic lights (OPTIONAL)
Y5	Communication (OPTIONAL)
Y5	Is it true?
Y5	Play, like, share 1
Y5	Play, like, share 2
Y5	Spot bullying
Y5	Would you risk it?
Y6	It's a puzzle (OPTIONAL)
Y6	Online Sexual Content (OPTIONAL)
Y6	Pressure online
Y6	Think before you click!
Y6	To share or not to share?
Y6	What's the risk? (2)

**4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.**

<b>Year Group</b>	<b>Theme</b>
R	Keeping safe online
Y1	Sharing pictures
Y2	Bullying or teasing? (OPTIONAL)
Y2	Types of bullying
Y3	Let's celebrate our differences
Y3	None of your business!
Y3	Super Searcher
Y3	Zeb
Y4	How do we make a difference?
Y4	Keeping ourselves safe
Y4	Picture wise
Y4	Preparing for changes at puberty
Y4	Traffic lights (OPTIONAL)
Y4	What would I do?
Y5	Communication (OPTIONAL)
Y5	Ella's diary dilemma (OPTIONAL)
Y5	Growing up and changing bodies
Y5	Is it true?
Y5	Play, like, share 1
Y5	Play, like, share 2
Y5	Spot bullying
Y6	I look great!
Y6	It's a puzzle (OPTIONAL)

Y6	Media manipulation
Y6	Pressure online
Y6	Think before you click!
Y6	To share or not to share?
Y6	What's the risk? (1)
Y6	What's the risk? (2)

**5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.**

<b>Year Group</b>	<b>Theme</b>
R	Keeping safe online
Y1	Sharing pictures
Y1	Who can help? (2)
Y2	Bullying or teasing? (OPTIONAL)
Y3	Let's celebrate our differences
Y3	None of your business!
Y3	Super Searcher
Y3	Zeb
Y4	In the news!
Y4	Picture wise
Y4	Raisin challenge (2)
Y4	That is such a stereotype!
Y4	Traffic lights (OPTIONAL)
Y4	Under pressure
Y5	Communication (OPTIONAL)
Y5	Ella's diary dilemma (OPTIONAL)
Y5	Is it true?
Y5	Play, like, share 1
Y5	Play, like, share 2
Y5	Spot bullying
Y6	I look great!
Y6	It's a puzzle (OPTIONAL)
Y6	Media manipulation
Y6	Pressure online
Y6	Think before you click!
Y6	To share or not to share?
Y6	What's the risk? (1)

**6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.**

<b>Year Group</b>	<b>Theme</b>
R	Keeping safe online
Y1	Sharing pictures
Y1	Unkindness, teasing or bullying?
Y1	Who can help? (2)
Y2	Bullying or teasing? (OPTIONAL)
Y3	As a rule
Y3	Let's celebrate our differences
Y3	None of your business!

Y3	Zeb
Y4	How do we make a difference?
Y4	In the news!
Y4	Keeping ourselves safe
Y4	Picture wise
Y4	That is such a stereotype!
Y4	Traffic lights (OPTIONAL)
Y4	Under pressure
Y4	What would I do?
Y5	Communication (OPTIONAL)
Y5	Is it true?
Y5	Play, like, share 1
Y5	Play, like, share 2
Y5	Spot bullying
Y5	Star qualities?
Y5	Stop, start, stereotypes
Y6	Boys will be boys? - challenging gender stereotypes
Y6	Fakebook friends
Y6	It's a puzzle (OPTIONAL)
Y6	Media manipulation
Y6	Online Sexual Content (OPTIONAL)
Y6	Pressure online
Y6	Think before you click!
Y6	To share or not to share?
Y6	What's the risk? (1)
Y6	What's the risk? (2)

### Being Safe

**1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.**

Year Group	Theme
R	Listening to my feelings
R	Who can help me?
Y1	Good or bad touches?
Y1	Harold's school rules
Y1	Surprises and secrets
Y2	Fun or not?
Y2	How safe would you feel?
Y2	Should I tell?
Y2	Some secrets should never be kept
Y2	What should Harold say?
Y3	Dan's dare
Y3	None of your business!
Y3	Raisin challenge (1) (OPTIONAL)
Y3	Safe or unsafe?
Y3	Secret or surprise?
Y4	How dare you!
Y4	Islands
Y4	Raisin challenge (2)
Y4	Secret or surprise?

Y4	Traffic lights (OPTIONAL)
Y4	What would I do?
Y5	Ella's diary dilemma (OPTIONAL)
Y5	Independence and responsibility
Y5	Is it true?
Y5	Play, like, share 1
Y5	Play, like, share 2
Y5	Taking notice of our feelings
Y5	Would you risk it?
Y6	Acting appropriately
Y6	It's a puzzle (OPTIONAL)
Y6	OK to be different
Y6	Pressure online
Y6	Think before you click!
Y6	To share or not to share?
Y6	What's the risk? (1)
Y6	What's the risk? (2)

**2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.**

<b>Year Group</b>	<b>Theme</b>
R	Listening to my feelings
R	Me and my body - girls and boys
Y1	Good or bad touches?
Y1	Surprises and secrets
Y2	My body, your body
Y2	Respecting privacy
Y2	Should I tell?
Y2	Some secrets should never be kept
Y3	Secret or surprise?
Y4	How do we make a difference?
Y4	Secret or surprise?
Y5	Dear Ash
Y5	Ella's diary dilemma (OPTIONAL)
Y5	Growing up and changing bodies
Y6	Acting appropriately
Y6	It's a puzzle (OPTIONAL)
Y6	To share or not to share?
Y6	What's the risk? (2)

**3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.**

<b>Year Group</b>	<b>Theme</b>
R	Listening to my feelings
R	Me and my body - girls and boys
Y1	Keeping privates private
Y2	Fun or not?
Y2	How safe would you feel?
Y2	Should I tell?
Y2	Some secrets should never be kept
Y2	What should Harold say?

Y3	Body space
Y3	Secret or surprise?
Y4	Islands
Y4	Secret or surprise?
Y5	Changing bodies and feelings
Y5	Growing up and changing bodies
Y5	Making babies (OPTIONAL)
Y5	Taking notice of our feelings
Y6	Acting appropriately
Y6	Don't force me
Y6	Making babies
Y6	Online Sexual Content (OPTIONAL)
Y6	Pressure online
Y6	To share or not to share?

**4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.**

<b>Year Group</b>	<b>Theme</b>
R	Listening to my feelings
R	People who help to keep me safe
Y1	Surprises and secrets
Y2	I don't like that!
Y2	Some secrets should never be kept
Y2	What should Harold say?
Y3	Danger or risk?
Y3	None of your business!
Y3	Safe or unsafe?
Y3	Secret or surprise?
Y4	Danger, risk or hazard?
Y4	Secret or surprise?
Y5	Dear Ash
Y5	Play, like, share 1
Y5	Play, like, share 2
Y5	Taking notice of our feelings
Y5	Would you risk it?
Y6	Acting appropriately
Y6	Don't force me
Y6	It's a puzzle (OPTIONAL)
Y6	Pressure online
Y6	What's the risk? (2)

**5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.**

<b>Year group</b>	<b>Theme</b>
R	Listening to my feelings
R	People who help to keep me safe
R	Who can help me?
Y1	Good or bad touches?
Y1	Our feelings
Y1	Surprises and secrets
Y1	Thinking about feelings

Y1	Who can help? (1)
Y1	Who can help? (2)
Y2	Fun or not?
Y2	How safe would you feel?
Y2	Should I tell?
Y3	None of your business!
Y3	Safe or unsafe?
Y3	Secret or surprise?
Y3	The Risk robot
Y4	Danger, risk or hazard?
Y4	Islands
Y4	Secret or surprise?
Y4	When feelings change (OPTIONAL)
Y5	Dear Ash
Y5	Taking notice of our feelings
Y6	Acting appropriately
Y6	Don't force me
Y6	Pressure online
Y6	To share or not to share?
Y6	What's the risk? (1)

**6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.**

<b>Year group</b>	<b>Theme</b>
Y1	Good or bad touches?
Y1	Keeping privates private
Y1	Surprises and secrets
Y1	Who can help? (2)
Y2	Feeling safe
Y3	Body space
Y3	None of your business!
Y3	Safe or unsafe?
Y3	Secret or surprise?
Y4	All change!
Y4	Safety in numbers
Y4	Secret or surprise?
Y4	Who helps us stay healthy and safe?
Y5	Dear Ash
Y5	Making babies (OPTIONAL)
Y5	Taking notice of our feelings
Y6	Acting appropriately
Y6	Don't force me
Y6	Is this normal?
Y6	Making babies
Y6	Online Sexual Content (OPTIONAL)
Y6	To share or not to share?

**7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.**

<b>Year Group</b>	<b>Theme</b>
R	Listening to my feelings

R	People who help to keep me safe
R	Who can help me?
Y1	Good or bad touches?
Y1	Surprises and secrets
Y1	Who can help? (2)
Y2	Feeling safe
Y3	Helping each other to stay safe
Y3	My changing body
Y3	Raisin challenge (1) (OPTIONAL)
Y3	Safe or unsafe?
Y4	How dare you!
Y4	Who helps us stay healthy and safe?
Y5	Dear Ash
Y5	Making babies (OPTIONAL)
Y5	Taking notice of our feelings
Y6	Acting appropriately
Y6	Behave yourself
Y6	Making babies

Health and wellbeing: content to be covered by the end of primary

### General wellbeing

**1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.**

Year Group	Theme
R	Caring for our world
R	My healthy mind
Y1	Feelings and bodies
Y1	Who are our special people?
Y2	Harold's picnic
Y3	My community
Y3	Our helpful volunteers
Y4	An email from Harold!
Y4	Volunteering is cool (OPTIONAL)
Y5	Mo makes a difference
Y6	Action stations! (OPTIONAL)
Y6	Advertising friendships!
Y6	Community art (OPTIONAL)
Y6	Five Ways to Wellbeing project
Y6	Helpful or unhelpful? Managing change
Y6	Joe's story (part 1) (OPTIONAL)
Y6	Rat Park

**2. The importance of promoting general wellbeing and physical health.**

R	My healthy mind
Y1	Our feelings
Y4	Different feelings
Y5	How good a friend are you?
Y6	Dan's day (OPTIONAL)
Y6	Fakebook friends
Y6	Five Ways to Wellbeing project
Y6	Rat Park

**3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.**

<b>Year Group</b>	<b>Theme</b>
R	Bouncing back when things go wrong
R	My feelings
R	My feelings (2)
R	Same and different
R	Yes, I can!
Y1	Feelings and bodies
Y1	Harold loses Geoffrey
Y1	Our feelings
Y1	Thinking about feelings
Y2	How are you feeling today?
Y2	I don't like that!
Y2	Let's all be happy!
Y2	Sam moves away
Y2	Some secrets should never be kept
Y3	My special pet (OPTIONAL)
Y3	Secret or surprise?
Y4	Different feelings
Y4	Moving house
Y4	Secret or surprise?
Y5	Dear Hetty (OPTIONAL)
Y5	How are they feeling?
Y5	How good a friend are you?
Y5	Our emotional needs
Y6	Dan's day (OPTIONAL)
Y6	Helpful or unhelpful? Managing change

**4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.**

<b>Year Group</b>	<b>Theme</b>
R	Bouncing back when things go wrong
R	My feelings
R	My feelings (2)
R	What's safe to go onto my body
R	Yes, I can!
Y1	Feelings and bodies
Y1	Our feelings
Y1	Thinking about feelings
Y2	An act of kindness
Y2	Harold's picnic
Y2	How are you feeling today?
Y2	How do we make others feel?
Y2	My day
Y2	When I feel like erupting
Y3	My special pet (OPTIONAL)
Y3	Secret or surprise?
Y4	An email from Harold!

Y4	Different feelings
Y4	Moving house
Y4	My feelings are all over the place!
Y4	Ok or not ok? (part 1)
Y4	Ok or not ok? (part 2)
Y4	Secret or surprise?
Y4	When feelings change (OPTIONAL)
Y5	How are they feeling?
Y5	How good a friend are you?
Y5	Our emotional needs
Y6	Dan's day (OPTIONAL)
Y6	I look great!
Y6	OK to be different
Y6	Rat Park

**5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.**

<b>Year Group</b>	<b>Theme</b>
Y1	Our feelings
Y1	Thinking about feelings
Y2	When I feel like erupting
Y3	My special pet (OPTIONAL)
Y3	None of your business!
Y4	Different feelings
Y4	How dare you!
Y4	Islands
Y4	My feelings are all over the place!
Y4	When feelings change (OPTIONAL)
Y5	How are they feeling?
Y5	Our emotional needs
Y6	Dan's day (OPTIONAL)
Y6	Helpful or unhelpful? Managing change
Y6	Joe's story (part 1) (OPTIONAL)
Y6	Rat Park

**6. That isolation and loneliness can affect children, and the benefits of seeking support.**

R	My feelings
R	My feelings (2)
Y1	Feelings and bodies
Y1	Our feelings
Y1	Thinking about feelings
Y2	When someone is feeling left out
Y4	An email from Harold!
Y6	Five Ways to Wellbeing project
Y6	Joe's story (part 1) (OPTIONAL)
Y6	Rat Park

**7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.**

<b>Year Group</b>	<b>Theme</b>
Y1	Unkindness, teasing or bullying?
Y1	Who can help? (2)

Y3	Let's celebrate our differences
Y3	Zeb
Y4	Under pressure
Y5	Communication (OPTIONAL)
Y5	Spot bullying
Y6	I look great!
Y6	To share or not to share?

**8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.**

Year Group	Theme
Y1	Harold loses Geoffrey
Y2	Sam moves away
Y3	My special pet (OPTIONAL)
Y5	Dear Hetty (OPTIONAL)

**9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).**

Year Group	Theme
R	Bouncing back when things go wrong
R	Me and my special people
R	My feelings
R	My feelings (2)
R	Who can help me?
Y2	Let's all be happy!
Y4	Moving house
Y4	Who helps us stay healthy and safe?
Y5	Our emotional needs
Y6	Helpful or unhelpful? Managing change
Y6	I look great!
Y6	Rat Park

**10. That it is common to experience mental health problems, and early support can help.**

Year Group	Theme
Y5	Our emotional needs
Y6	Rat Park

### **Wellbeing online**

**1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.**

Year Group	Theme
R	Keeping safe online
Y1	Sharing pictures
Y3	None of your business!
Y3	Super Searcher
Y4	How do we make a difference?
Y5	Play, like, share 1
Y5	Play, like, share 2
Y6	It's a puzzle (OPTIONAL)
Y6	Online Sexual Content (OPTIONAL)

**2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.**

Year Group	Theme
Y3	None of your business!
Y5	Communication (OPTIONAL)
Y5	Play, like, share 1
Y5	Play, like, share 2
Y6	To share or not to share?

**3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.**

Year Group	Theme
Y1	Healthy me
Y3	None of your business!
Y3	Super Searcher
Y4	Danger, risk or hazard?
Y4	How do we make a difference?
Y4	In the news!
Y4	Raisin challenge (2)
Y4	SCARF hotel
Y4	That is such a stereotype!
Y5	Is it true?
Y5	Play, like, share 1
Y5	Play, like, share 2
Y6	Boys will be boys? - challenging gender stereotypes
Y6	Five Ways to Wellbeing project
Y6	I look great!
Y6	Media manipulation

**4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.**

Year Group	Theme
R	Keeping safe online
Y1	Sharing pictures
Y3	None of your business!
Y3	Super Searcher
Y4	How do we make a difference?
Y4	Picture wise
Y4	Traffic lights (OPTIONAL)
Y5	Communication (OPTIONAL)
Y5	Ella's diary dilemma (OPTIONAL)
Y5	Is it true?
Y5	Play, like, share 1
Y5	Play, like, share 2
Y5	Stop, start, stereotypes
Y6	Boys will be boys? - challenging gender stereotypes
Y6	It's a puzzle (OPTIONAL)

Y6 To share or not to share?

**5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.**

<b>Year Group</b>	<b>Theme</b>
Y3	As a rule
Y3	Super Searcher
Y4	How do we make a difference?
Y5	Star qualities?
Y6	Fakebook friends
Y6	It's a puzzle (OPTIONAL)
Y6	Think before you click!
Y6	To share or not to share?

**6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.**

<b>Year Group</b>	<b>Theme</b>
R	Looking after money (1): recognising, spending, using
Y1	Harold's money
Y2	Harold goes camping (OPTIONAL)
Y3	Can Harold afford it?
Y3	Super Searcher
Y4	How do we make a difference?
Y6	Online Sexual Content (OPTIONAL)
Y6	What's it worth?

**7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.**

<b>Year Group</b>	<b>Theme</b>
Y3	As a rule
Y3	Recount task
Y3	Super Searcher
Y4	In the news!
Y4	Picture wise
Y5	Fact or opinion?
Y5	Is it true?
Y5	Play, like, share 1
Y5	Play, like, share 2
Y5	What's the story?
Y6	I look great!
Y6	What's the risk? (2)

**8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.**

<b>Year Group</b>	<b>Theme</b>
R	Keeping safe online
Y1	Sharing pictures
Y3	Let's celebrate our differences
Y3	None of your business!
Y3	Zeb
Y4	How do we make a difference?

Y4	Picture wise
Y4	That is such a stereotype!
Y4	Under pressure
Y5	Ella's diary dilemma (OPTIONAL)
Y5	Is it true?
Y5	Play, like, share 1
Y5	Play, like, share 2
Y5	Spot bullying
Y5	Stop, start, stereotypes
Y6	I look great!
Y6	It's a puzzle (OPTIONAL)
Y6	Media manipulation
Y6	Think before you click!
Y6	To share or not to share?

**9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.**

<b>Year Group</b>	<b>Theme</b>
Y3	As a rule
Y3	None of your business!
Y3	Recount task
Y3	Super Searcher
Y4	Can you sort it?
Y4	Danger, risk or hazard?
Y4	In the news!
Y4	Making choices
Y4	Picture wise
Y4	Raisin challenge (2)
Y4	That is such a stereotype!
Y5	Fact or opinion?
Y5	Is it true?
Y5	Play, like, share 1
Y5	Play, like, share 2
Y5	Smoking: what is normal? (OPTIONAL)
Y5	What's the story?
Y5	Would you risk it?
Y6	Boys will be boys? - challenging gender stereotypes
Y6	Fakebook friends
Y6	I look great!
Y6	It's a puzzle (OPTIONAL)
Y6	Pressure online
Y6	Think before you click!
Y6	Two sides to every story
Y6	What's the risk? (2)

**10. That they have rights in relation to sharing personal data, privacy and consent.**

<b>Year Group</b>	<b>Theme</b>
Y5	Play, like, share 1
Y5	Play, like, share 2
Y6	To share or not to share?

### **11. Where and how to report concerns and get support with issues online.**

<b>Year Group</b>	<b>Theme</b>
R	Keeping safe online
Y1	Sharing pictures
Y3	None of your business!
Y3	Super Searcher
Y4	In the news!
Y5	Play, like, share 1
Y5	Play, like, share 2
Y5	Would you risk it?
Y6	It's a puzzle (OPTIONAL)
Y6	Online Sexual Content (OPTIONAL)
Y6	To share or not to share?

### **Physical health and fitness**

1. The characteristics and mental and physical benefits of an active lifestyle.

<b>Year Group</b>	<b>Theme</b>
R	Keeping Myself Safe - What's safe to go into my body (including medicines)
R	Move your body
R	My healthy mind
Y1	Healthy me
Y2	My body needs... (OPTIONAL)
Y4	SCARF hotel

2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

<b>Year Group</b>	<b>Theme</b>
R	Getting bigger
R	Move your body
R	My healthy mind
Y2	My day
Y4	SCARF hotel
Y5	What's the story?
Y6	Five Ways to Wellbeing project

3. The risks associated with an inactive lifestyle, including obesity.

<b>Year Group</b>	<b>Theme</b>
Y1	Healthy me
Y4	Danger, risk or hazard?
Y5	What's the story?
Y6	Five Ways to Wellbeing project

4. How and when to seek support including which adults to speak to in school if they are worried about their health.

<b>Year Group</b>	<b>Theme</b>
R	Keeping Myself Safe - What's safe to go into my body (including medicines)
R	My feelings
R	My healthy mind
Y1	Inside my wonderful body! (OPTIONAL)
Y4	Who helps us stay healthy and safe?
Y6	Five Ways to Wellbeing project

## Healthy eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content).

Year Group	Theme
R	Getting bigger
R	Healthy eating
R	Move your body
Y1	Eat well
Y1	I can eat a rainbow
Y2	My body needs... (OPTIONAL)
Y2	My day
Y3	Derek cooks dinner! (healthy eating)
Y4	SCARF hotel
Y5	What's the story?

2. Understanding the importance of a healthy relationship with food.

Year Group	Theme
R	Getting bigger
R	Healthy eating
R	Keeping Myself Safe - What's safe to go into my body (including medicines)
Y1	Eat well
Y1	I can eat a rainbow
Y3	Derek cooks dinner! (healthy eating)
Y4	Making choices
Y4	SCARF hotel
Y5	It all adds up!
Y5	'Thinking' about habits (OPTIONAL)
Y6	Is this normal?
Y6	Our recommendations

3. The principles of planning and preparing a range of healthy meals.

Year group	Theme
R	Healthy eating
Y1	Eat well
Y1	I can eat a rainbow
Y3	Derek cooks dinner! (healthy eating)
Y4	SCARF hotel
Y5	'Thinking' about habits (OPTIONAL)
Y6	Our recommendations

4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Y1	Eat well
Y1	I can eat a rainbow
Y3	Alcohol and cigarettes: the facts
Y3	Derek cooks dinner! (healthy eating)
Y3	Help or harm?
Y4	Danger, risk or hazard?
Y4	Know the norms (OPTIONAL)
Y4	SCARF hotel

Y6 Alcohol: what is normal?  
 Y6 Drugs: it's the law!  
 Y6 Joe's story (part 1) (OPTIONAL)  
 Y6 Rat Park  
 Y6 What sort of drug is...?  
 Drugs, alcohol, tobacco and vaping

**1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.**

Year group	Theme
R	Keeping Myself Safe - What's safe to go into my body (including medicines)
Y1	What could Harold do?
Y2	Harold's picnic
Y3	Alcohol and cigarettes: the facts
Y3	Help or harm?
Y4	Danger, risk or hazard?
Y4	Keeping ourselves safe
Y4	Know the norms (OPTIONAL)
Y4	Medicines: check the label
Y5	Drugs: true or false? (OPTIONAL)
Y5	Smoking: what is normal? (OPTIONAL)
Y5	'Thinking' about habits (OPTIONAL)
Y5	Vaping: healthy or unhealthy?
Y5	Would you risk it?
Y6	Alcohol: what is normal?
Y6	Drugs: it's the law!
Y6	Rat Park
Y6	What sort of drug is...?
Y6	What's the risk? (1)

### Health protection and prevention

**1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.**

Year Group	Theme
Y6	Five Ways to Wellbeing project

**2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.**

Year Group	Theme
R	Safe indoors and outdoors
R	What's safe to go onto my body
Y4	Danger, risk or hazard?

**3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.**

Year Group	Theme
R	A good night's sleep
R	Move your body
R	My feelings
Y1	Healthy me

Y1	Super sleep
Y2	My body needs... (OPTIONAL)
Y4	SCARF hotel
Y6	Five Ways to Wellbeing project

**4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.**

Year Group	Theme
R	A good night's sleep
R	Healthy eating
R	Move your body
R	What's safe to go onto my body
Y1	Harold's wash and brush up
Y1	Healthy me
Y2	Harold's bathroom
Y5	Growing up and changing bodies
Y6	Five Ways to Wellbeing project

**5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.**

Year Group	Theme
R	A good night's sleep
R	Move your body
R	What's safe to go onto my body
Y1	Catch it! Bin it! Kill it!
Y1	Harold's wash and brush up
Y2	Harold's postcard - helping us to keep clean and healthy
Y3	Poorly Harold
Y4	Medicines: check the label

**6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.**

Year Group	Theme
Y2	Harold's postcard - helping us to keep clean and healthy
Y6	Online Sexual Content (OPTIONAL)

**Personal safety**

**1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.**

Year Group	Theme
R	People who help to keep me safe
R	Safe indoors and outdoors
Y1	What could Harold do?
Y2	How safe would you feel?
Y2	What should Harold say?
Y3	Danger or risk?
Y3	Dan's dare
Y3	The Risk robot
Y4	Danger, risk or hazard?

**2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.**

<b>Year group</b>	<b>Theme</b>
R	People who help to keep me safe
R	Safe indoors and outdoors
Y3	The Risk robot
Y4	Danger, risk or hazard?
Y4	Keeping ourselves safe
Y5	Decision dilemmas

Basic first aid

**1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.**

<b>Year Group</b>	<b>Theme</b>
Y1	Basic first aid
Y2	Basic first aid
Y3	Basic first aid
Y4	Basic first aid
Y5	Basic first aid, including Sepsis Awareness
Y6	Basic first aid, including Sepsis Awareness

**2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.**

<b>Year Group</b>	<b>Theme</b>
Y1	Basic first aid
Y2	Basic first aid
Y3	Basic first aid
Y4	Basic first aid
Y5	Basic first aid, including Sepsis Awareness
Y6	Basic first aid, including Sepsis Awareness

**Developing bodies**

**1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.**

<b>Year group</b>	<b>Theme</b>
R	Getting bigger
R	Life stages - plants, animals, humans
R	Life Stages: Human life stage - who will I be?
R	Me and my body - girls and boys
R	Seasons
R	Where do babies come from?
Y1	Taking care of a baby
Y1	Then and now
Y2	Haven't you grown!
Y2	My body, your body
Y3	My changing body
Y4	All change!
Y4	My feelings are all over the place!
Y4	Preparing for changes at puberty
Y5	Changing bodies and feelings
Y5	Growing up and changing bodies
Y5	Help! I'm a teenager - get me out of here!

Y5	Making babies (OPTIONAL)
Y6	Dan's day (OPTIONAL)
Y6	I look great!
Y6	Is this normal?
Y6	Making babies
Y6	What's the risk? (2)

**2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.**

<b>Year Group</b>	<b>Theme</b>
R	Getting bigger
R	Life stages - plants, animals, humans
R	Life Stages: Human life stage - who will I be?
R	Me and my body - girls and boys
R	Where do babies come from?
Y1	Good or bad touches?
Y1	Keeping privates private
Y1	Surprises and secrets
Y1	Taking care of a baby
Y2	Feeling safe
Y2	Fun or not?
Y2	How safe would you feel?
Y2	My body, your body
Y2	Respecting privacy
Y2	Should I tell?
Y2	Some secrets should never be kept
Y2	What should Harold say?
Y3	Body space
Y3	My changing body
Y3	Safe or unsafe?
Y3	Secret or surprise?
Y4	All change!
Y4	Islands
Y4	Preparing for changes at puberty
Y4	Safety in numbers
Y4	Secret or surprise?
Y4	Who helps us stay healthy and safe?
Y5	Changing bodies and feelings
Y5	Dear Ash
Y5	Growing up and changing bodies
Y5	Making babies (OPTIONAL)
Y5	Taking notice of our feelings
Y6	Acting appropriately
Y6	Don't force me
Y6	Is this normal?
Y6	Making babies
Y6	Online Sexual Content (OPTIONAL)
Y6	Pressure online
Y6	To share or not to share?

**3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.**

<b>Year Group</b>	<b>Theme</b>
R	Getting bigger
Y2	My body, your body
Y3	My changing body
Y4	All change!
Y4	Preparing for changes at puberty
Y5	Changing bodies and feelings
Y5	Growing up and changing bodies
Y5	Making babies (OPTIONAL)
Y6	Is this normal?
Y6	Making babies