

This document maps the SCARF lesson plans for Nursery to Y6 to the DfE statutory requirements for both Relationships and Health Education (RSHE). Lessons that are not part of the DfE’s statutory guidance are included because they ensure a comprehensive PSHE programme.

How the mapping works

The left hand column has coded DfE topics and end-of-primary statements that are covered in whole or part by the SCARF lesson plans, which are listed in the middle column. You’ll find the full 67 statements for these DfE codes on pages 2, 3 and 4.

Rows with no codes indicate lesson plans that cover subjects which are *not* DfE requirements but which are included to ensure a complete PSHE programme, including SMSC and British Values.

DfE topics and related codes:

Relationships Education	Code	Health Education	Code
Families and people who care for me	FPC	Mental wellbeing	MW
Caring friendships	CF	Internet safety and harms	ISH
Respectful relationships	RR	Physical health and fitness	PHF
Online relationships	OR	Healthy eating	HE
Being safe	BS	Drugs, alcohol and tobacco	DAT
		Health and prevention	HP
		Basic first aid	BFA
		Changing adolescent body	CAB

By the end of primary school pupils should know:

<p>Families and people who care for me (FPC)</p>	<ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, 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. 3. that others' families, 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. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 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.
<p>Caring friendships (CF)</p>	<ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships (RR)</p>	<ol style="list-style-type: none"> 1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships (OR)</p>	<ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

	<ol style="list-style-type: none"> 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.
Being safe (BS)	<ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.
Mental wellbeing (MW)	<ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom 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). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	<ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing 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. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is

	<p>ranked, selected and targeted.</p> <p>7. where and how to report concerns and get support with issues online.</p>
Physical health and fitness (PHF)	<ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise 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, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	<ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. 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).
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	<ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	<ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	<ol style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

NURSERY

DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	
	Me and My Relationships		
N/A		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Recognise that we are unique; ● Describe different feelings and use this skill to manage relationships; ● Understand that some families are different from theirs, but these families also love and care for one another. 	
N/A	Marvellous me!	<ul style="list-style-type: none"> ● Share their likes and dislikes with their friends and adults in their classroom; ● Name the different features of their face and parts of their body; ● Use their senses to explore the world around them. 	PC – RACE background-color: #008000; color: white;">PC – RELIGION
N/A	I'm special	<ul style="list-style-type: none"> ● Speak positively about themselves; ● Name different feelings and possible causes; ● Name some key adults who can help them when feeling sad/worried/scared. 	PC – RACE background-color: #008000; color: white;">PC – RELIGION
N/A	People who are special to me	<ul style="list-style-type: none"> ● Talk about their families and special people; ● Name those who care for them and keep them safe; ● Describe the different types of homes. 	PC – RACE background-color: #008000; color: white;">PC – RELIGION color: #00aaff;">PC - SEXUAL ORIENT
	Valuing Difference		

NURSERY

		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Recognise that there are differences and similarities between themselves; ● Celebrate their friends and include them; ● Understand people have different cultures and religions. 	
	Me and my friends	<ul style="list-style-type: none"> ● Talk about the similarities and differences amongst their peers; ● Talk about the things they and their friends are good at; ● Spot similarities and differences in nature. 	PC - AGE
	Keeping Safe		
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Explain what they should do if they feel unsafe; ● Recognise potential dangers and how to stay safe, inside and outside; ● Learn the importance of keeping safe around medicines and unknown products. 	
	Rights and Respect		
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Learn about taking ownership of their own health; ● Describe ways in which they can help others and why they would 	

NURSERY

		<p>do so;</p> <ul style="list-style-type: none"> ● Take care of their home, their learning environment and the natural environment. 	
	Being My Best		
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Talk about healthy choices and activities; ● Develop resilience and persistence in their learning; ● Working cooperatively with others when faced with a challenge. 	
	Growing and Changing		
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Talk about change in the environment; ● Describe the changes in babies, young animals and plants as they grow; ● Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like. 	
	Girls, boys and families	<ul style="list-style-type: none"> ● Talk about the similarities and differences between the males and females; ● Begin to play inclusively with their friends, regardless of their sex (if not already doing so); ● Think differently and more openly about what a family may look like. 	PC - SEX

RECEPTION

DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	
	Me and My Relationships		
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Talk about similarities and differences; Name special people in their lives; Describe different feelings; Identify who can help if they are sad, worried or scared; Identify ways to help others or themselves if they are sad or worried. 	
FPC1, FPC3, RR1, RR4, RR5, CF1	All about me	<ul style="list-style-type: none"> Talk about their own interests; Talk about their families; Talk about how they are the same or different to others. 	PC – RELIGION
	Valuing Difference		
		<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Be sensitive towards others and celebrate what makes each person unique; Recognise that we can have things in common with others; Use speaking and listening skills to learn about the lives of their peers; Know the importance of showing care and kindness towards others; 	

RECEPTION

		<ul style="list-style-type: none"> • Demonstrate skills in building friendships and cooperation. 	
RR1, RR4	I'm special, you're special	<ul style="list-style-type: none"> • Describe their own positive attributes; • Share their likes and dislikes; • Listen to and respect the ideas of others. 	
CF1, CF2, CF3, RR1, RR4, RR5, BS6, MW3	Same and different	<ul style="list-style-type: none"> • Recognise the similarities and differences amongst their peers; • Discuss why differences should be celebrated; • Retell a story. 	PC – DISABILITY PC – RACE PC – RELIGION PC – SEX
FPC1, FPC2, FPC3, FPC4, RR1	Same and different families	<ul style="list-style-type: none"> • Talk about their family, customs and traditions; • Listen to others talk about their experiences; • Compare their own experiences with those of others. 	PC – DISABILITY PC – RACE PC – SEX PC - SEXUAL ORIENT
	Keeping Safe		
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe; • Name ways to stay safe around medicines; • Know how to stay safe in their home, classroom and outside; • Know age-appropriate ways to stay safe online; • Name adults in their lives and those in their community who keep them safe. 	
	Rights and Respect		
		<p>Overarching learning intentions across this unit:</p>	

RECEPTION

		<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Understand that they can make a difference; ● Identify how they can care for their home, school and special people; ● Talk about how they can make an impact on the natural world; ● Talk about similarities and differences between themselves; ● Demonstrate building relationships with friends. 	
	Looking after money (2): saving money and keeping it safe	<ul style="list-style-type: none"> ● Talk about why it's important to keep money safe; ● Identify ways to save money; ● Talk about why we save money. 	
	Being My Best		
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Feel resilient and confident in their learning; ● Name and discuss different types of feelings and emotions; ● Learn and use strategies or skills in approaching challenges; ● Understand that they can make healthy choices; ● Name and recognise how healthy choices can keep us well. 	
	Growing and Changing		
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Understand that there are changes in nature and humans; ● Name the different stages in childhood and growing up; ● Understand that babies are made by a man and a woman; 	

RECEPTION

		<ul style="list-style-type: none"> • Use the correct vocabulary when naming the different parts of the body; • Know how to keep themselves safe. 	
CAB1	Life stages - plants, animals, humans	<ul style="list-style-type: none"> • To understand that animals and humans change in appearance over time; • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals); • Make observations and ask questions about living things. 	PC – AGE
FPC1, FPC3, FPC4, RR1, CAB1	Where do babies come from?	<ul style="list-style-type: none"> • Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others. 	PC – PREG +MAT PC - SEXUAL ORIENT.
BS2, BS3, BS7, RR7, RR8	Me and my body - girls and boys	<ul style="list-style-type: none"> • Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe. 	PC – SEX

YEAR 1

DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	
	Me and My Relationships		
	Valuing Difference		
FPC3, FPC4, RR1, RR2	Same or different?	<ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. 	PC – AGE PC – DISABILITY PC – RACE PC – RELIGION PC – SEX
CF2, CF3, CF4, RR5, RR6, MW8	Unkind, tease or bully?	<ul style="list-style-type: none"> Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. 	PC – DISABILITY PC – RACE PC – SEX PC - SEXUAL ORIENT
FPC1, FPC2, FPC3, FPC4, MW6	Who are our special people?	<ul style="list-style-type: none"> Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. 	PC – RELIGION
	Keeping Safe		
	Rights and Respect		
	Being My Best		
	Growing and Changing		

YEAR 2

DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	
	Me and My Relationships		
	Valuing difference		
RR1, RR2	What makes us who we are?	<ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. 	<div style="background-color: red; color: black; padding: 2px;">PC – RACE</div> <div style="background-color: green; color: black; padding: 2px;">PC – RELIGION</div>
	Keeping Safe		
	Rights and respect		

YEAR 3

DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	
	Me and My Relationships		
ISH4	As a rule	<ul style="list-style-type: none"> ● Explain why we have rules; ● Explore why rules are different for different age groups, in particular for internet-based activities; ● Suggest appropriate rules for a range of settings; ● Consider the possible consequences of breaking the rules. 	

YEAR 3

YEAR 3			
	Valuing Difference		
	Family and friends	<ul style="list-style-type: none"> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' 	PC - SEXUAL ORIENT
RR1, RR2	Our friends and neighbours	<ul style="list-style-type: none"> Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. 	PC – AGE PC – RACE PC – RELIGION PC - SEXUAL ORIENT
FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Let's celebrate our differences	<ul style="list-style-type: none"> Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult). 	PC – AGE PC – DISABILITY PC – RACE PC – RELIGION PC – SEX PC - SEXUAL ORIENT
RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5	Zeb	<ul style="list-style-type: none"> Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. 	PC – DISABILITY PC – RACE PC – SEX PC - SEXUAL ORIENT
	Keeping safe		
	Being My Best		
	I am fantastic!	<ul style="list-style-type: none"> Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented 	PC – DISABILITY PC – GENDER REASSIGNMENT PC – SEX

YEAR 3

as much on television/in the media.

Growing and Changing

YEAR 4

DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	
	Me and My Relationships		
	Valuing difference		
FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1	What would I do?	<ul style="list-style-type: none"> List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. 	PC – AGE PC – DISABILITY PC – RACE PC – RELIGION PC – SEX PC - SEXUAL ORIENT
FPC3, CF3, RR1, RR2, RR5	The people we share our world with	<ul style="list-style-type: none"> List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences. 	PC – DISABILITY PC – RACE PC – SEX PC - SEXUAL ORIENT
	Keeping Safe		
	Rights and respect		
	Growing and Changing		
MW2, MW3, MW9	Moving house	<ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help 	

YEAR 4

		them deal with change.	
FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1	Together	<ul style="list-style-type: none">• Recognise that marriage includes same sex and opposite sex partners;• Know the legal age for marriage in England or Scotland;• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.	PC – AGE PC – MARR.+CIV PSHIP PC – RELIGION PC – SEX PC - SEXUAL ORIENT

YEAR 5

DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	
	Me and My Relationships		
RR1, RR2, RR3, RR4, RR5, RR6, RR7	Happy being me	<ul style="list-style-type: none"> Recognise some of the feelings associated with feeling excluded or 'left out'; Give examples of ways in which people behave when they discriminate against others who are different from them; Understand the importance of respecting others, even when they are different from themselves. 	PC – AGE PC – RACE PC – RELIGION PC – SEX
FPC3, CF3, RR1, RR2, RR4, RR5	The land of the Red People	<ul style="list-style-type: none"> Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. 	PC – RACE PC – RELIGION PC – SEX
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6	Is it true?	<ul style="list-style-type: none"> Understand that the information we see online either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference sex, gender identity, gender expression and sexual orientation. 	PC - SEXUAL ORIENT

YEAR 5

RR1, RR6, RR7	Stop, start stereotypes	<ul style="list-style-type: none"> Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. 	PC – SEX PC - SEXUAL ORIENT
	Being My Best		
BFA1, BFA2	Basic first aid, including Sepsis Awareness	<ul style="list-style-type: none"> See link to external resources for further information 	
	Growing and Changing		
FPC6, BS2, BS3, CAB1, CAB2	Growing up and changing bodies	<ul style="list-style-type: none"> Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. 	PC – SEX

YEAR 6

DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	
	Me and My Relationships		
FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7	Don't force me	<ul style="list-style-type: none"> Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree. 	PC – AGE PC – MARR.+CIV PSHIP PC – RELIGION PC – SEX PC - SEXUAL ORIENT
RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8	Acting appropriately	<ul style="list-style-type: none"> Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. 	PC – RELIGION PC – SEX
	Valuing Difference		
RR1, RR5, RR6, OR2	We have more in common than not	<ul style="list-style-type: none"> Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied. 	PC – DISABILITY PC – RACE PC – RELIGION PC – SEX PC - SEXUAL ORIENT.
RR1, RR2, RR5	Tolerance and respect for others	<ul style="list-style-type: none"> Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; 	PC – DISABILITY PC – RACE PC – SEX

YEAR 6

		<ul style="list-style-type: none"> Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. 	
	Keep Safe		
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Think before you click!	<ul style="list-style-type: none"> Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread. 	PC - AGE
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	To share or not to share?	<ul style="list-style-type: none"> Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. 	PC - AGE
	Rights and Respect		
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 - Elections	<ul style="list-style-type: none"> Why and how rules and laws that protect them and others are made and enforced; Why different rules are needed in different situations and how to take part in making and changing rules; Begin to understand the way in which democracy in Britain works. 	PC - AGE
Wider PSHE curriculum (not covered by DfE statutory)	Democracy in Britain 2 - How (most) laws are made	<ul style="list-style-type: none"> Why and how rules and laws that protect them and others are made and enforced; 	PC - AGE

YEAR 6

requirements)		<ul style="list-style-type: none"> Why different rules are needed in different situations and how to take part in making and changing rules. 	
	Being My Best		
	Growing and Changing		
RR1, RR4, RR7, OR1, ISH2, ISH5	Media manipulation	<ul style="list-style-type: none"> Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. 	<p>PC – DISABILITY</p> <p>PC- GENDER REASSIGNMENT</p> <p>PC – SEX</p> <p>PC - SEXUAL ORIENT.</p>
RR1, BS7, CAB1, CAB2	Is this normal?	<ul style="list-style-type: none"> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety. 	<p>PC – RELIGION</p> <p>PC – SEX</p>

