**SCARF Relationships and Health Education**

**UNIT 3 - KEEPING MYSELF SAFE**

|  |  |  |
| --- | --- | --- |
| Year groups | Topics | Learning Outcomes |
| Reception | * What's safe to go onto my body * Keeping Myself Safe - What's safe to go into my body (including medicines) * Safe indoors and outdoors * Listening to my feelings * Keeping safe online * People who help to keep me safe | Children will be able to:   * 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. * Be introduced to the NSPCC PANTS rules. |
| Year 1 | * Healthy me * Super sleep * Who can help? (1) * Harold loses Geoffrey * What could Harold do? * Good or bad touches? * Sharing pictures | Children will be able to:   * Understand that the body gets energy from food, water and air (oxygen); * Recognise that exercise and sleep are important parts of a healthy lifestyle. * Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; * Identify simple bedtime routines that promote healthy sleep. * Recognise emotions and physical feelings associated with feeling unsafe; * Identify people who can help them when they feel unsafe. * Recognise the range of feelings that are associated with loss. * Understand that medicines can sometimes make people feel better when they’re ill; * Explain simple issues of safety and responsibility about medicines and their use. * Understand and learn the PANTS rules; * Name and know which parts should be private; * Explain the difference between appropriate and inappropriate touch; * Understand that they have the right to say “no” to unwanted touch; * Start thinking about who they trust and who they can ask for help. * The importance of permission-seeking and giving in relationships with friends, peers and adults. * Know how to respond safely to risks they may encounter online. |
| Year 2 | * Harold's picnic * How safe would you feel? * What should Harold say? * I don't like that! * Fun or not? * Should I tell? * Some secrets should never be kept | Children will be able to:   * Understand that medicines can sometimes make people feel better when they’re ill; * Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; * Explain simple issues of safety and responsibility about medicines and their use. * Identify situations in which they would feel safe or unsafe; * Suggest actions for dealing with unsafe situations including who they could ask for help. * Identify 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. * Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; * Identify the types of touch they like and do not like; * Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. * Recognise that some touches are not fun and can hurt or be upsetting; * Know that they can ask someone to stop touching them; * Identify safe secrets (including surprises) and unsafe secrets; * Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. |
| Year 3 | * Safe or unsafe? * Danger or risk? * The Risk Robot * Alcohol and cigarettes: the facts * Super Searcher * None of your business! * Raisin challenge (1) * Help or harm? | Children will be able to:   * Identify situations which are safe or unsafe; * Identify people who can help if a situation is unsafe; * Suggest strategies for keeping safe. * Define the words danger and risk and explain the difference between the two; * Demonstrate strategies for dealing with a risky situation. * Identify risk factors in given situations; * Suggest ways of reducing or managing those risks. * Identify some key risks from and effects of cigarettes and alcohol; * Know that most people choose not to smoke cigarettes; * Define the word 'drug' and understand that nicotine and alcohol are both drugs. * Evaluate the validity of statements relating to online safety; * Recognise potential risks associated with browsing online; * Give examples of strategies for safe browsing online. * Recognise and describe appropriate behaviour online as well as offline; * Identify what constitutes personal information and when it is not appropriate or safe to share this; * Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs * Understand and explain decision-making skills; * Understand where to get help from when making decisions. * Understand that medicines are drugs and suggest ways that they can be helpful or harmful. |
| Year 4 | * Danger, risk or hazard? * Picture Wise * How dare you! * Medicines: check the label * Know the norms * Keeping ourselves safe * Raisin challenge (2) | Children will be able to:   * Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; * Identify situations which are either dangerous, risky or hazardous; * Suggest simple strategies for managing risk. * Describe stages of identifying and managing risk; * Suggest people they can ask for help in managing risk. * Identify images that are safe/unsafe to share online; * Know and explain strategies for safe online sharing; * Understand and explain the implications of sharing images online without consent. * Identify images that are safe/unsafe to share online; * Know and explain strategies for safe online sharing; * Understand and explain the implications of sharing images online without consent. * Understand that medicines are drugs; * Explain safety issues for medicine use; * Suggest alternatives to taking a medicine when unwell; * Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). * Understand some of the key risks and effects of smoking and drinking alcohol; * Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol * Understand that we can be influenced both positively and negatively; * Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. |
| Year 5 | * 'Thunking' about habits * Jay's dilemma * Spot bullying * Ella's diary dilemma * Decision dilemmas * Play, like, share * Drugs: true or false? * Smoking: what is normal? * Would you risk it? | Children will be able to:   * Explain what a habit is, giving examples; * Describe why and how a habit can be hard to change. * Recognise that there are positive and negative risks; * Describe some of the possible outcomes of taking a risk. Recognise which situations are risky; * Explore and share their views about decision making when faced with a risky situation; * Suggest what someone should do when faced with a risky situation. * Demonstrate strategies to deal with both face-to-face and online bullying; * Demonstrate strategies and skills for supporting others who are bullied; * Recognise and describe the difference between online and face-to-face bullying. * Demonstrate strategies to deal with both face-to-face and online bullying; * Demonstrate strategies and skills for supporting others who are bullied; * Recognise and describe the difference between online and face-to-face bullying. * Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; * Recognise that people aren’t always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; * Know how to protect personal information online; * Recognise disrespectful behaviour online and know how to respond to it. * Understand some of the complexities of categorising drugs; * Know that all medicines are drugs but not all drugs are medicines; * Understand ways in which medicines can be helpful or harmful and used safely or unsafely. * Understand the actual norms around smoking and the reasons for common misperceptions of these. * Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; * Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. |
| Year 6 | * Think before you click! * Traffic lights * To share or not to share? * Rat Park * What sort of drug is...? * Drugs: it's the law! * Alcohol: what is normal? * Joe's story (part 1) * Joe's story (part 2) | Children will be able to:   * 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. * Identify strategies for keeping personal information safe online; * Describe safe behaviours when using communication technology. * 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. * Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; * Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. * Explain how drugs can be categorised into different groups depending on their medical and legal context; * Demonstrate an understanding that drugs can have both medical and non-medical uses; * Explain in simple terms some of the laws that control drugs in this country. * Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; * Describe some of the effects and risks of drinking alcohol. * Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; * Explain how these emotional needs impact on people's behaviour; * Suggest positive ways that people can get their emotional need met. * Understand and give examples of conflicting emotions; * Understand and reflect on how independence and responsibility go together. |

**SCARF Relationships and Health Education**

**UNIT 6 – GROWING AND CHANGING**

|  |  |  |  |
| --- | --- | --- | --- |
| Year groups | Topics | Learning Outcomes | RSE related vocabulary |
| Reception | * Seasons * Life stages - plants, animals, humans * Life Stages: Human life stage - who will I be? * Where do babies come from? * Getting bigger * Me and my body - girls and boys | * 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. and grows inside a mother’s tummy. * Understand that every family is different * Talk about similarities and differences between themselves and others * 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 thing * 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. | life cycles  child  baby  seed  penis  vulva  womb  teenager  love  care  adult  old age  grow |
| Year 1 | * Inside my wonderful body! * Taking care of a baby * Then and now * Who can help? (2) * Surprises and secrets * Keeping privates private | Children will be able to:   * Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); * Understand and explain the simple bodily processes associated with them. * Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); * Understand and explain the simple bodily processes associated with them. * Identify things they could do as a baby, a toddler and can do now; * Identify the people who help/helped them at those different stages. * Explain the difference between teasing and bullying; * Give examples of what they can do if they experience or witness bullying; * Say who they could get help from in a bullying situation. * Explain the difference between a secret and a nice surprise; * Identify situations as being secrets or surprises; * Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. * Identify parts of the body that are private; * Describe ways in which private parts can be kept private; * Identify people they can talk to about their private parts. | caring  love  attention  change  growing  surprise  secret  uncomfortable  privates  private  penis  vulva  hygiene |
| Year 2 | * A helping hand * Sam moves away * Haven't you grown! * My body, your body * Respecting privacy * Basic first aid | Children will be able to:   * Demonstrate simple ways of giving positive feedback to others. * Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. * Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); * Understand and describe some of the things that people are capable of at these different stages. * Identify which parts of the human body are private; * Explain that a person's genitals help them to make babies when they are grown up; * Understand that humans mostly have the same body parts but that they can look different from person to person. * Explain what privacy means; * Know that you are not allowed to touch someone’s private belongings without their permission; * Give examples of different types of private information. | change  loss  feelings  emotions  frightened  nervous  unique  special  penis  testicles  vulva  nipples  genitals  penis  vulva  private  privacy  consent  permission |
| Year 3 | * Relationship Tree * Body space * Secret or surprise? * Basic first aid | Children will be able to:   * Identify different types of relationships; * Recognise who they have positive healthy relationships with. * Understand what is meant by the term body space (or personal space); * Identify when it is appropriate or inappropriate to allow someone into their body space; * Rehearse strategies for when someone is inappropriately in their body space. * Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; * Recognise how different surprises and secrets might make them feel; * Know who they could ask for help if a secret made them feel uncomfortable or unsafe. | relationships  positive  healthy  trust  caring  personal space  body space  invade  uncomfortable  stop  respect  touch  surprise  feelings  uncomfortable  angry  upset  jealous  worried  excited  scared  talk |
| Year 4 | * My changing body – Delivered in Autumn term * Moving house * My feelings are all over the place! * All change! * Preparing for changes at puberty (formerly Period positive/preparing for periods) * Secret or surprise? * Together | * Children will be able to: * 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 them deal with change. * Name some positive and negative feelings; * Understand how the onset of puberty can have emotional as well as physical impact * Suggest reasons why young people sometimes fall out with their parents; * Take part in a role play practising how to compromise. * Identify parts of the body that males and females have in common and those that are different; * Know the correct terminology for their genitalia; * Understand and explain why puberty happens. * Know the key facts of the menstrual cycle; * Understand that periods are a normal part of puberty for girls; * Identify some of the ways to cope better with periods. * Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; * Recognise how different surprises and secrets might make them feel; * Know who they could ask for help if a secret made them feel uncomfortable or unsafe. * Understand that marriage is a commitment to be entered into freely and not against someone's will; * 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. | compromise  hormones  puberty  puberty  pubic hair  eggs  sperm  penis  testicles  breasts  ovaries  womb  vagina  vulva  clitoris  labia  puberty  menstrual cycle  eggs  periods  menstruation  sanitary pads  tampons  menstruation cup  secret  surprise  uncomfortable feelings  marriage  live together  civil partnership  forced marriage |
| Year 5 | * How are they feeling? * Taking notice of our feelings * Dear Hetty * Changing bodies and feelings * Growing up and changing bodies * It could happen to anyone * Help! I'm a teenager - get me out of here! * Dear Ash * Stop, start, stereotypes | Children will be able to:   * Use a range of words and phrases to describe the intensity of different feelings * Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; * Explain strategies they can use to build resilience. * Identify people who can be trusted; * Understand what kinds of touch are acceptable or unacceptable; * Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. * Explain how someone might feel when they are separated from someone or something they like; * Suggest ways to help someone who is separated from someone or something they like. * Know the correct words for the external sexual organs; * Discuss some of the myths associated with puberty. * Identify some products that they may need during puberty and why; * Know what menstruation is and why it happens. * Identify the consequences of positive and negative behaviour on themselves and others; * Give examples of how individual/group actions can impact on others in a positive or negative way. * Recognise how our body feels when we’re relaxed; * List some of the ways our body feels when it is nervous or sad; * Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. * Recognise that some people can get bullied because of the way they express their gender; * Give examples of how bullying behaviours can be stopped. * Explain the difference between a safe and an unsafe secret; * Identify situations where someone might need to break a confidence in order to keep someone safe. | wellbeing  trust  resilience  unwanted attention  unwanted touch  separation  fostered  puberty  genitalia  semen  menstruation  period  sanitary towel  tampon  menstruation cup  sanitary protection  embarrassed  reactions  consequences  hormones  compromise  respect  mood swings  in confidence  break a confidence  confidential  prejudice  biological sex  sexual orientation  gender identity  gender expression  verbal abuse  physical abuse |
| Year 6 | * Helpful or unhelpful? Managing change * I look great! * Media manipulation * Pressure online * Is this normal? * Dear Ash * Making babies | Children will be able to:   * Recognise some of the changes they have experienced and their emotional responses to those changes; * Suggest positive strategies for dealing with change; * Identify people who can support someone who is dealing with a challenging time of change. * Understand that fame can be short-lived; * Recognise that photos can be changed to match society's view of perfect; * Identify qualities that people have, as well as their looks. * 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. * Understand the risks of sharing images online and how these are hard to control, once shared; * Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; * Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. * 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. * Explain the difference between a safe and an unsafe secret; * Identify situations where someone might need to break a confidence in order to keep someone safe. * Identify the changes that happen through puberty to allow sexual reproduction to occur; * Know a variety of ways in which the sperm can fertilise the egg to create a baby; * Know the legal age of consent and what it means. | change  support  body image  self esteem  manipulation  media manipulation  stereotype  gender stereotype  peer pressure  right to privacy  sharing online  online safety  puberty  physical changes  emotional changes  rights  FGM  in confidence  break a confidence  confidential  ovaries  sperm  testicles  puberty  vagina  penis  orgasm  embryo  womb  sexual intercourse  consensual  condom  surrogacy  adoption  IVF  age of consent |