**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 babyseed penisvulvawombteenager 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 loveattentionchangegrowingsurprisesecretuncomfortableprivatesprivatepenisvulvahygiene |
| 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.
 | changelossfeelingsemotionsfrightenednervousuniquespecialpenistesticlesvulvanipplesgenitalspenisvulvaprivateprivacyconsentpermission |
| 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.
 | relationshipspositivehealthytrustcaringpersonal spacebody spaceinvadeuncomfortablestoprespecttouchsurprisefeelingsuncomfortableangryupsetjealousworriedexcitedscaredtalk |
| 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.
 | compromisehormonespubertypubertypubic haireggsspermpenistesticlesbreastsovarieswombvaginavulvaclitorislabiapubertymenstrual cycleeggsperiodsmenstruationsanitary padstamponsmenstruation cupsecretsurpriseuncomfortable feelingsmarriagelive togethercivil partnershipforced 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.
 | wellbeingtrustresilienceunwanted attentionunwanted touchseparationfosteredpubertygenitaliasemenmenstruationperiodsanitary toweltamponmenstruation cupsanitary protectionembarrassedreactionsconsequenceshormonescompromiserespectmood swingsin confidencebreak a confidenceconfidentialprejudicebiological sexsexual orientationgender identitygender expressionverbal abusephysical 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.
 | changesupportbody imageself esteemmanipulationmedia manipulationstereotypegender stereotypepeer pressureright to privacysharing onlineonline safetypubertyphysical changesemotional changesrightsFGMin confidencebreak a confidenceconfidentialovariesspermtesticlespubertyvaginapenisorgasmembryowombsexual intercourseconsensualcondomsurrogacyadoptionIVFage of consent |