



### The **BIG** Picture

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, sometimes referred to virtues, in the individual. Pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

### What do we already know? YF PSHE – Me and My Relationships

- To talk about similarities and differences.
- To name special people in my life.
- To describe different feelings.
- To name people who can help if I am sad, worried or scared.

### Key vocabulary & understanding:

friends  
help  
rules  
family  
hurt  
safe  
feelings  
listen

### DfE Statutory Requirements – end of Primary statements

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

Pupils should be taught:

Caring Friendships: 1, 2, 3, 4, 5

Respective Relationships: 1, 2, 3

Being safe: 5

Mental Health and Wellbeing: 1, 2, 3, 4, 6, 7

### Specific unit objectives:

- To name a variety of different feelings and explain how these might make me behave.
- To think of some different ways of dealing with ‘not so good’ feelings.
- To name some different classroom rules.

### Key Questions:

Why do we have different feelings?

What can we do when we have ‘not so good’ feelings?

What are safe and healthy ways to get angry energy out?

When do you need to ask for help?

Why do we need classroom rules?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

British Values: Democracy

Education for a Connected World: Online Relationships, Health, Well-Being and Lifestyle and Copyright and Ownership.

Additional Resources: Black History Month, Brain Breaks and Water Safety

### Key Themes:

Feelings  
Getting help  
Classroom rules  
Special people  
Being a good friend



### The BIG Picture

Our world is constantly changing and as it becomes more diverse and interconnected, children need to understand that all people are unique; they have varying abilities, beliefs, and traditions. It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for a diverse range of people.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

### What do we already know? Year F PSHE – Valuing Difference

- To celebrate differences.
- To say how I am the same and different to my friends.
- To talk about what makes my home feel special and safe.
- To be kind, caring and helpful to others.

### Key vocabulary & understanding:

respect  
feelings  
different  
safe  
bully  
fair  
rules  
special people  
tease  
similar  
same  
kind

### DfE Statutory Requirements – end of Primary statements

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

Pupils should be taught:

Families and people who care for me: 1, 2, 3, 4

Caring Friendships: 2, 3, 4

Respectful Relationships: 1, 2, 3, 5, 6

Being safe: 1

Mental Health and Wellbeing: 6, 8

### Specific unit objectives:

- To name ways in which people are similar as well as different.
- To say why things sometimes seem unfair, even if they are not.

### Key Questions:

What is good about people being different?

What is fair?

What is unfair?

Do things sometimes seem unfair, even though they are not?

Why do some people see something as unfair and other people see it as fair?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Protected Characteristics: Religion or Belief.

British Values: Tolerance and Respect for others and Individual Liberty

Additional Resources: Anti-bullying Week and Safeguarding - NSPCC

### Key Themes:

Recognising, valuing and celebrating difference

Developing respect and accepting others

Bullying and getting help



The BIG Picture

As children get older, they will want to become more independent. Allowing children to start doing things themselves will help increase their self-confidence and is an important part of growing up. Teaching children about personal safety and giving them the skills to make sensible decisions will help them to be safe when they go out. Teaching children about personal safety reduces the likelihood of a child entering into an unsafe situation and increases their sense of confidence and resiliency.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

What do we already know? YF PSHE – Keeping Safe

- To talk about how to keep my body healthy and safe.
- To name ways to stay safe around medicines.
- To know how to stay safe at home, in school and outside.
- To know how to stay safe online.

Key vocabulary & understanding:

- air
- sleep
- exercise
- stop
- unsafe
- share
- nervous
- internet
- medicine uncomfortable
- body
- feelings
- food
- water
- safe
- healthy
- private
- worried
- scared

DfE Statutory Requirements – end of Primary statements

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

Pupils should be taught:

- Families and people who care for me: 6
- Caring Friendships: 2, 3, 4
- Respective Relationships: 5, 6, 8
- Online Relationships: 1, 2, 3, 4, 5
- Being safe: 1, 2, 5, 6, 7, 8
- Mental Health and Wellbeing: 2, 8
- Internet Safety and harms: 1, 3, 5, 7
- Drugs, alcohol and tobacco: 1
- Health and Prevention: 3

Specific unit objectives:

- To say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad – talk to someone).
- To give examples of how I keep myself healthy.
- To say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine etc.).

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Education for a Connected World: Self-Image and Identity, Online Relationships, Online Reputation,, Online Bullying, Sharing Pictures and Privacy and Security

Additional Resources: Children’s Mental Health Week, Dental Hygiene and Road Safety

Key Questions:

- How many different feelings can people have?
- Do different feelings make your body feel different?
- What do people need to keep healthy?
- How do medicines help?

Key Themes:

- How our feelings can keep us safe - including online safety
- Safe and unsafe touches
- Medicine Safety
- Sleep



### The BIG Picture

Young people need to understand equality and know their rights, to understand both how they should be treated, and how they should treat others. Learning about rights, respect and responsibilities helps children to achieve their potential and develop into responsible citizens. This teaches children how to respect others, think critically and make informed decisions.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

### What do we already know? YF PSHE – Rights and Respect

- To say how I can help my family and friends.
- To name some ways to look after our world.
- To talk about looking after money.

### Key vocabulary & understanding:

clean  
environment  
routine  
first aid  
spending  
litter  
risk  
responsibility  
danger  
safe  
help  
money  
saving  
environment  
look after  
responsible

### DfE Statutory Requirements – end of Primary statements

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

Pupils should be taught:

Caring Friendships: 2, 4

Respectful Relationships: 2, 3, 5

Basic First Aid: 1, 2

Additional Learning:

Looking after the environment

Money

### Specific unit objectives:

- To give some examples of how I look after myself and my environment – at school and at home.
- To name some ways that we look after money.

### Key Questions:

What needs to be looked after?

Why does the environment need to be looked after?

Do we need to look after money? Why?

How can you look after yourself?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

British Values: Tolerance and Respect for others

Additional Resources: Careers Education and Economic Education (money)

### Key Themes:

Taking care of things:

Myself

My money

My environment



### The BIG Picture

Self-care skills can help children of all ages to become more introspective and aware of their physical and emotional needs, preparing them to effectively handle future stressors and promoting wellness of the body and mind. A nutritious diet is essential for health and wellbeing to fuel growth and development. Teaching children to consume the right food and drink and regular exercise and sleep patterns help to establish lifelong positive habits. Developing a Growth Mindset encourages a passion for learning and an ease in facing new challenges as they are more likely to bounce back from failures in order to succeed.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

### What do we already know? YF PSHE – Being My Best

- To show I can keep trying if the way I choose does not work.
- To talk about different types of feelings we have.
- To begin to make my own healthy food choices.

### Key vocabulary & understanding:

starchy  
dairy  
protein  
sugar  
practise  
fruit  
difficult  
learning  
make mistakes hygiene  
cereal  
bread  
spread  
try  
water  
energy  
help  
healthy  
support  
vitamins  
vegetables  
germs

### DfE Statutory Requirements – end of

#### Primary statements

(See DfE Statutory Guidance Categories:  
Relationship Education (Primary))

#### Pupils should be taught:

Caring Friendships: 2, 5

Respective Relationships: 1, 3, 5

Physical Health and Fitness: 4

Healthy Eating: 1, 2, 3

Health and Prevention: 4, 5

#### Additional learning:

Overcoming challenges

### Specific unit objectives:

- To name a few different ideas of what I can do if I find something difficult.
- To say why certain foods are healthy.
- To say why it is important to eat at least five portions of vegetables / fruit a day.

### Key Questions:

What can you do if you find something difficult?

Which foods are healthy? Why?

Why do you need to eat different foods?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Education for a Connected World: Online Relationships,

### Key Themes:

Growth Mindset

Healthy eating

Hygiene and health

Co-operation



### The BIG Picture

Learning about life cycles is an important way to develop children's understanding of the world and help them understand and deal with weighty concepts such as life, death and birth. Children should be taught about relationships and health, including puberty. It is important to prepare children for the emotional and physical changes that occur as children go through puberty and how to approach this stage with confidence. Age-appropriate lessons on Relationships and Sex Education will be included here.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

### What do we already know? YF PSHE – Growing and Changing

- To describe the life cycle of an animal.
- To describe how a baby grows to an adult and what they might need.
- To name some of the scientific names for my body parts.
- To tell you the PANTS rule.

### Key vocabulary & understanding:

adult  
heart  
brain  
stomach  
trusted  
growing  
lungs  
vulva  
penis  
learning

### DfE Statutory Requirements – end of

#### Primary statements

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

#### Pupils should be taught:

Families and people who care for me: 2, 6  
Caring Friendships: 2, 3, 4  
Respective Relationships: 5, 6, 8  
Being safe: 1, 2,, 3, 4, 5, 6, 7, 8,  
Mental Health and Wellbeing: 8  
Physical Health and Fitness: 1, 3  
Health and Prevention: 3, 4  
Changing adolescent body: 1

### Specific unit objectives:

- To identify an adult that I can talk to at both home and school if I need help.
- To name some things I can do now that I couldn't do when I was a toddler.
- To say what some of my body parts do.

### Key Questions:

Which adults can you ask for help?  
What can you do now, that you couldn't do as a baby?  
What are you still learning to do?  
What body parts are on the outside?  
Are girls' and boys' bodies the same?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum.

Additional Resources: Bereavement and Loss

### Key Themes:

Getting help  
Becoming independent  
My body parts  
Taking care of self and others



By the end of primary school pupils should know:

Families and people who care for me (FPC)	<ol style="list-style-type: none"><li>1. that families are important for children growing up because they can give love, security and stability.</li><li>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.</li><li>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.</li><li>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.</li><li>5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>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.</li></ol>
Caring friendships (CF)	<ol style="list-style-type: none"><li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>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.</li><li>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.</li></ol>
Respectful relationships (RR)	<ol style="list-style-type: none"><li>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.</li><li>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>3. the conventions of courtesy and manners.</li><li>4. the importance of self-respect and how this links to their own happiness.</li><li>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.</li><li>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.</li><li>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li></ol>
Online relationships (OR)	<ol style="list-style-type: none"><li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>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.</li><li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>5. how information and data is shared and used online.</li></ol>



Being safe (BS)

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)

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"><li>1. that for most people the internet is an integral part of life and has many benefits.</li><li>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.</li><li>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.</li><li>4. why social media, some computer games and online gaming, for example, are age restricted.</li><li>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.</li><li>6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>7. where and how to report concerns and get support with issues online.</li></ol>
Physical health and fitness (PHF)	<ol style="list-style-type: none"><li>1. the characteristics and mental and physical benefits of an active lifestyle.</li><li>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.</li><li>3. the risks associated with an inactive lifestyle (including obesity).</li><li>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</li></ol>
Healthy eating (HE)	<ol style="list-style-type: none"><li>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li><li>2. the principles of planning and preparing a range of healthy meals.</li><li>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).</li></ol>
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"><li>1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li></ol>
Health and prevention (HP)	<ol style="list-style-type: none"><li>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li><li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li><li>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.</li><li>4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li><li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li><li>6. the facts and science relating to allergies, immunisation and vaccination.</li></ol>



Basic first aid (BFA)	<ol style="list-style-type: none"><li>1. how to make a clear and efficient call to emergency services if necessary.</li><li>2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ol>
Changing adolescent body (CAB)	<ol style="list-style-type: none"><li>1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>2. about menstrual wellbeing including the key facts about the menstrual cycle.</li></ol>