

# Relationships and Sex Education Policy

(From December 2021)

Whitwick St. John the Baptist C.E. Primary School



*In partnership with The Coalville Collaborative Schools*

Approved by:	Governors	Date:
Last reviewed:	December 2021	
Next review due by:		

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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework and environment in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, self-worth, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support pupils' mental wellbeing to ensure they have the knowledge and capability to take care of themselves and seek or receive support if problems arise.
- Alongside our school's Christian Values, help pupils to develop the skills and understanding they need to live confident, healthy and independent lives whilst having sensitivity towards different lifestyles, cultures and religions.

### 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act (2017).

We are not required to provide sex education, however; we do need to teach the elements of sex education contained in the primary science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act (1996).

At Whitwick St John the Baptist Primary, we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, pupils, parents, governors and the Coalville Collaborative Schools Partnership. The consultation and policy development process involved the following steps outlined below:

1. **Review** – a member of staff, alongside other members of staff from local schools (The Coalville Partnership), worked collaboratively to pull together all relevant information including relevant national and local guidance.
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
3. **Parent or Carer/Stakeholder consultation** – parents and any interested parties were sent access to the policy, via letter or e-mail, and invited to discuss any queries or make suggestions that further informed the needs of our school community.
4. **Pupil consultation** – the needs of our school community were taken into consideration throughout the policy's development. Pupils' individual needs were also considered and will continued to be acknowledged through the delivery of RSE.
5. **Ratification** – once any amendments were made, the policy was shared with the school's governors and ratified.

### 4. Definition

RSE is about the emotional, social and cultural development of pupils. It involves learning about relationships, puberty, the life processes of reproduction, healthy lifestyles, diversity, the development of personal identify, mental wellbeing and keeping safe.

RSE involves a combination of sharing information, and exploring issues and values.

RSE **is not** about the promotion of sexual activity.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, staying within the statutory guidelines so they are fully informed and do not seek answers online. If a child's question falls outside of the statutory guidance, the Headteacher will inform parents.

Primary sex education is not compulsory in primary schools.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Year 4- Girls Only/Year 5/ Year 6)
- How a baby is conceived and born, including the process of development (Year 6)

For more information about our PSHE curriculum, see our curriculum map and skills progression in [Appendices 1&2](#).

## 6. Delivery of RSE

RSE is taught within the personal, social and health (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see [Appendices 1&2](#).

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families taught about may include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers. Other structures, which may reflect sensitively to some children that may have a different structure of support around them, may also be considered through teaching (i.e. looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to The Learning and Achievement committee and the headteacher.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school. As agreed by The Coalville Collaborative Partnership, only statutory elements of Science and RSE will be taught ([see Appendices 1, 3&4](#)).

The headteacher will be responsible for:

- Responding appropriately to questions raised by pupils and parents regarding statutory components of RSE.

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes towards RSE.
- Monitoring pupils' progress and understanding.
- Responding to the needs of individual pupils.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The headteacher, PSHE co-ordinator and **ALL** teaching staff are responsible for teaching RSE in our school.

### 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education (PSHE).

Please refer to [Appendices 1, 2 & 3](#) for an overview of the statutory relationships education (PSHE) and [Appendix 4](#) for the statutory Science curriculum that pupils will be taught by the end of their primary school education.

Prior to teaching sex education, a letter will be sent out to the parents of children in Year 4, Year 5 and 6. Parents will also be invited to attend a parent/teacher discussion evening where, as a school, we will make every effort to share the curriculum, delivery and resources used.

Primary sex education is not compulsory in primary schools.

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by the headteacher and PSHE co-ordinator through:

- Planning scrutinies
- Work scrutinies
- Learning Walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The headteacher and PSHE co-ordinator will review this policy in July 2021. At every review, The Learning and Achievement committee and the headteacher will approve the policy.



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## Curriculum Map – Key Stage Outcome for PSHE

PSHE Association 2020

	Health and Wellbeing	Relationships	Living in the Wider World
<p><b>Key Stage 1</b> (Yr1 &amp; Yr2)</p>	<p><b>Pupils’ Learning Opportunities at KS1</b></p> <ul style="list-style-type: none"> <li>• H1: What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</li> <li>• H2: To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</li> <li>• H3: To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</li> <li>• H4: About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</li> <li>• H5: About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</li> <li>• H6: The importance of personal hygiene and how to maintain it.</li> <li>• H7: How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others. To develop simple skills to help prevent diseases spreading.</li> <li>• H8: About the process of growing from young to old and how people’s needs change.</li> </ul>	<p><b>Pupils’ Learning Opportunities at KS1</b></p> <ul style="list-style-type: none"> <li>• R1: To communicate their feelings to others, to recognise how others show feelings and how to respond.</li> <li>• R2: To recognise that their behaviour affects other people.</li> <li>• R3: The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</li> <li>• R4: To recognise what is fair and unfair, kind and unkind, what it right and wrong.</li> <li>• R6: To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</li> <li>• R7: To offer constructive support and feedback to others.</li> <li>• R8: To identify and respect the difference and similarities between people.</li> <li>• R9: To identify their special people (family, friends &amp; carers), what makes them special and how special people should care for one another.</li> <li>• R10: To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li> <li>• R11: That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</li> </ul>	<p><b>Pupils’ Learning Opportunities at KS1</b></p> <ul style="list-style-type: none"> <li>• L1: How they can contribute to the life of the classroom and school.</li> <li>• L2: To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</li> <li>• L3: That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</li> <li>• L4: That they belong to various groups and communities such as family and school.</li> <li>• L5: What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</li> <li>• L6: That money comes from different sources and can be used for different purposes, including the concept of spending and saving.</li> <li>• L7: About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</li> <li>• L8: Ways in which they are unique; understand that there has never been, and will never be, another ‘them’.</li> <li>• L10: About the ‘special people’ who work in their community and who are responsible</li> </ul>

	<ul style="list-style-type: none"> <li>• H9: About growing and changing, and new opportunities and responsibilities, that increasing independence may bring.</li> <li>• H10: The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.</li> <li>• H11: That household product, including medicines, can be harmful if not used properly.</li> <li>• H12: Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</li> <li>• H13: About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</li> <li>• H14: About the ways that pupils can help the people who look after them to more easily protect them.</li> <li>• H15: To recognise that they share a responsibility for keeping themselves and others safe, when to say 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</li> <li>• H16: What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</li> </ul>	<ul style="list-style-type: none"> <li>• R12: To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</li> <li>• R13: To recognise different types of teasing and bullying. To understand that these are wrong and unacceptable.</li> <li>• R14: Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</li> </ul>	<p>for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>
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<b>Key Stage 2</b> (Yr3, Yr4, Yr5 & Yr6)	<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
	<p><b><u>Pupils' Learning Opportunities at KS2</u></b></p> <ul style="list-style-type: none"> <li>• H1: What positively and negatively affects their physical, mental and emotional health.</li> <li>• H2: How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</li> <li>• H3: To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choice and the benefits of eating a balanced diet.</li> <li>• H4: To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</li> <li>• H5: To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</li> <li>• H6: To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> <li>• H7: To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</li> <li>• H8: About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</li> <li>• H9: To differentiate between the terms 'risk', 'danger' and 'hazard'.</li> <li>• H10: To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in</li> </ul>	<p><b><u>Pupils' Learning Opportunities at KS2</u></b></p> <ul style="list-style-type: none"> <li>• R1: To recognise and respond appropriately to a wider range of feelings in others.</li> <li>• R2: To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> <li>• R3: To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>• R6: That marriage is a commitment freely entered into by both people; that no one should marry if they do not absolutely want to do so, or are not making this decision freely for themselves.</li> <li>• R7: That their actions affect themselves and others.</li> <li>• R8: To judge what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>• R9: The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</li> <li>• R10: To listen to and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about others people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</li> <li>• R11: To work collaboratively towards shared goals.</li> <li>• R12: To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.</li> <li>• R13: That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex,</li> </ul>	<p><b><u>Pupils' Learning Opportunities at KS2</u></b></p> <ul style="list-style-type: none"> <li>• L1: To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.</li> <li>• L2: 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.</li> <li>• L3: To understand that there are basic human rights shared by all peoples and all societies, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</li> <li>• L4: That these universal rights are there to protect everyone and have primacy over both national law and family and community practices.</li> <li>• L6: To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities. To develop strategies for getting support for themselves or for others at risk.</li> <li>• L7: That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. To continue to develop the skills to exercise these responsibilities.</li> <li>• L8: To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</li> <li>• L9: What being part of a community means and about the varied institutions that support communities locally and nationally.</li> <li>• L10: To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</li> </ul>



their local environment) and to use this as an opportunity to build resilience.

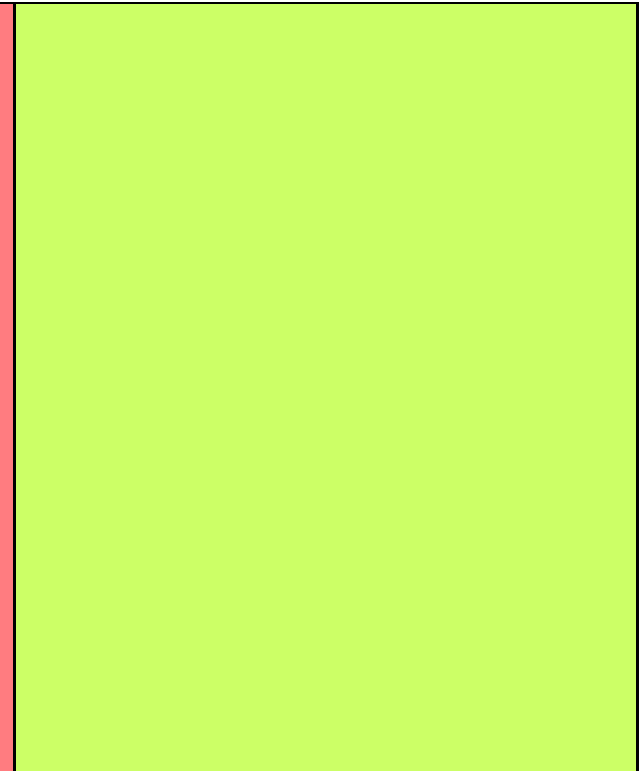
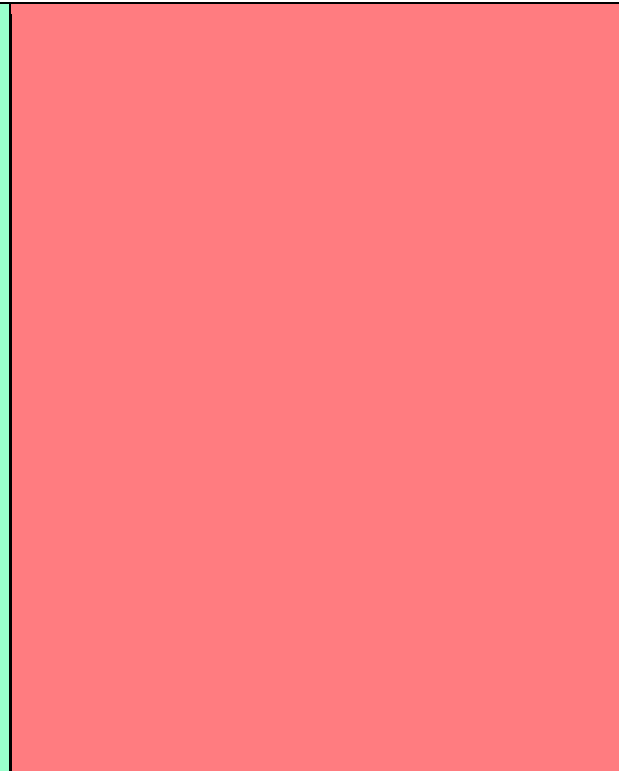
- H11: To recognise their increasing independence brings increased responsibility to keep themselves and others safe.
- H12: That bacteria and viruses can affect health and that following simple routines can reduce their spread.
- H13: How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.
- H14: To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.
- H16: What is meant by the term 'habit' and why habits can be hard to change.
- H17: Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.
- H18: How their body will, and emotions may, change as they approach and move through puberty.
- H19: About human reproduction.
- H20: About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.

gender identity, sexual orientation and disability (Equality Act 2010).

- R14: To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.
- R15: To recognise and manage 'dares'.
- R16: To recognise and challenge stereotypes.
- R17: About the difference between, and the terms associated with sex, gender, identity and sexual orientation.
- R20: That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others.
- R21: To understand personal boundaries; to identify what they are willing to share with their most special people- friends, classmates and others; and that we all have right to privacy.

- L11: To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- L13: About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.
- L14: To develop initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT).
- L15: That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.
- L16: What is meant by enterprise and begin to develop enterprise skills.
- L17: To explore and critique how the media present information.
- L18: To examine critically what is presented to them in social media and why it is important to do so. Understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

- H21: Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).
- H22: Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.
- H23: About people who are responsible for helping them stay healthy and safe; how they can help these people to keep healthy and safe.
- H24: The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night, etc.)
- H25: How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.





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# Curriculum Map – PSHE Year Group Coverage: Reception to Year 6

## Scheme of work: SCARF

All lessons linked to Key Stage 1 & 2 outcomes for PSHE (PSHE Association 2020) or DfE Statutory Requirements for RSE (from 2020)

	Autumn Term	Spring Term	Summer Term
<b>Reception</b>	<p><u>Autumn 1</u></p> <p><b>SCARF- Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>All about me*</li> <li>What makes me special*</li> <li>Me and my special people*</li> <li>Who can help me?*</li> <li>My feelings*</li> <li>My feelings (2)*</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><u>Spring 1</u></p> <p><b>SCARF- Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>What's safe to go onto my body*</li> <li>Keeping Myself Safe- What's safe to go into my body (including medicines)*</li> <li>Safe indoors and outdoors</li> <li>Listening to my feelings (1)*</li> <li>Keeping safe online*</li> <li>People who help to keep me safe*</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><u>Summer 1</u></p> <p><b>SCARF- Being my best</b></p> <ul style="list-style-type: none"> <li>Bouncing back when things go wrong*</li> <li>Yes, I can!*</li> <li>Healthy eating (1)*</li> <li>Healthy eating (2)*</li> <li>Move your body*</li> <li>A good night's sleep*</li> </ul> <p><i>*DfE Statutory Requirement</i></p>
	<p><u>Autumn 2</u></p> <p><b>SCARF- Valuing Difference</b></p> <ul style="list-style-type: none"> <li>I'm special, you're special*</li> <li>Same and different*</li> <li>Same and different families*</li> <li>Same and different homes*</li> <li>Kind and caring*</li> <li>Kind and caring (2)*</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><u>Spring 2</u></p> <p><b>SCARF- Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>Looking after my special people*</li> <li>Looking after my friends*</li> <li>Being helpful at home and caring for our classroom*</li> <li>Caring for our world*</li> <li>Looking after money (1): recognising, spending, using</li> <li>Looking after money (2): saving money and keeping it safe</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><u>Summer 2</u></p> <p><b>SCARF- Growing and Changing</b></p> <ul style="list-style-type: none"> <li>Seasons</li> <li>Life Stages- plants, animals, humans</li> <li>Life Stages: Human life stage- who will I be?</li> <li>Where do babies come from?</li> <li>Getting bigger*</li> <li>Me and my body- girls and boys*</li> </ul> <p><i>*DfE Statutory Requirement</i></p>
	Autumn Term	Spring Term	Summer Term

## Year 1

<p><b>Autumn 1</b></p> <p><b>SCARF- Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Why we have classroom rules* (L1, L2)</li> <li>• Thinking about feelings* (H4, H13, H15, R1)</li> <li>• Our feelings* (H4, R1)</li> <li>• Feelings and bodies* (R11)</li> <li>• Our special people balloons* (L4)</li> <li>• Good friends* (R12)</li> <li>• How are you listening?*( R6)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Spring 1</b></p> <p><b>SCARF- Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• Healthy Me* (H1)</li> <li>• Super Sleep* (H1)</li> <li>• Who can help? (1)* (H12, H13, H14, H15)</li> <li>• Harold loses Geoffrey* (H5)</li> <li>• What could Harold do?*( H11)</li> <li>• Good or bad touches?*( R10)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Summer 1</b></p> <p><b>SCARF- Being my best</b></p> <ul style="list-style-type: none"> <li>• I can eat a rainbow* (H1)</li> <li>• Eat well* (H1, H2)</li> <li>• Catch it! Bin it! Kill it!* (H7)</li> <li>• Harold learns to ride his bike (H3)</li> <li>• Pass on the praise!* (R7)</li> <li>• Harold has a bad day* (R2)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>
<p><b>Autumn 2</b></p> <p><b>SCARF- Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Same or different?*( R8)</li> <li>• Unkind, tease or bully?*( R13)</li> <li>• Harold's school rules* (H15, L2)</li> <li>• Who are our special people?*( R9)</li> <li>• It's not fair!* (R4)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Spring 2</b></p> <p><b>SCARF- Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Harold's wash and brush up* (H6)</li> <li>• Around and about the school (L5)</li> <li>• Taking care of something* (L3)</li> <li>• Harold's money (L6)</li> <li>• How should we look after our money? (L7)</li> <li>• Basic first aid*</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Summer 2</b></p> <p><b>SCARF- Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Inside my wonderful body! (H10)</li> <li>• Taking care of a baby* (H8)</li> <li>• Then and now* (H8, H9)</li> <li>• Who can help? (2)* (R14)</li> <li>• Surprises and secrets* (H15, R3)</li> <li>• Keeping privates private* (H10, H16)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>

Year 2	Autumn Term	Spring Term	Summer Term
	<p><b>Autumn 1</b></p> <p><b>SCARF- Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Our ideal classroom (1)* (L1)</li> <li>• Our ideal classroom (2)* (L2)</li> <li>• How are you feeling today?* (R1)</li> <li>• Bullying or teasing?* (R13)</li> <li>• Don't do that!* (R14)</li> <li>• Types of bullying* (R13)</li> <li>• Being a good friend* (R9)</li> <li>• Let's all be happy!* (H4)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Spring 1</b></p> <p><b>SCARF- Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• Harold's picnic* (H11)</li> <li>• How safe would you feel?* (H12, H13)</li> <li>• What should Harold say?* (H14, H15)</li> <li>• I don't like that!* (R10)</li> <li>• Fun or not?* (R11)</li> <li>• Should I tell?* (H15, R3)</li> <li>• Some secrets should never be kept* (H15)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Summer 1</b></p> <p><b>SCARF- Being my best</b></p> <ul style="list-style-type: none"> <li>• You can do it! (H3)</li> <li>• My day* (H2)</li> <li>• Harold's postcard- helping us to keep clean and healthy* (H7)</li> <li>• Harold's bathroom* (H6)</li> <li>• My body needs...</li> <li>• What does my body do? (H10)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>
	<p><b>Autumn 2</b></p> <p><b>SCARF- Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• What makes us who we are?* (R8)</li> <li>• How do we make others feel?* (R2)</li> <li>• My special people* (R9)</li> <li>• When someone is feeling left out* (L4)</li> <li>• An act of kindness* (R4)</li> <li>• Solve the problem* (R6)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Spring 2</b></p> <p><b>SCARF- Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Getting on with others* (L3)</li> <li>• When I feel like erupting* (L3)</li> <li>• Feeling safe* (L10)</li> <li>• How can we look after our environment? (L5)</li> <li>• Harold saves for something special (L6)</li> <li>• Harold goes camping (L7)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Summer 2</b></p> <p><b>SCARF- Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• A helping hand* (R7)</li> <li>• Sam moves house* (H5)</li> <li>• Haven't you grown!* (H8, H9)</li> <li>• My body, your body* (H10, L8)</li> <li>• Respecting privacy* (H16)</li> <li>• Basic first aid*</li> </ul> <p><i>*DfE Statutory Requirement</i></p>

## Year 3

Autumn Term	Spring Term	Summer Term
<p><b>Autumn 1</b></p> <p><b>SCARF- Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• As a rule* (L2)</li> <li>• My special pet* (H8)</li> <li>• Tangram team challenge (R11)</li> <li>• Looking after our special people* (R2)</li> <li>• How can we solve this problem?* (R12)</li> <li>• Dan's dare* (R15)</li> <li>• Thunks* (L8)</li> <li>• Friends are special* (R2)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Spring 1</b></p> <p><b>SCARF- Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• Safe or unsafe?* (H14)</li> <li>• Danger or risk?* (R7)</li> <li>• The Risk Robot* (H9)</li> <li>• Alcohol and cigarettes: the facts* (H17)</li> <li>• Super Searcher* (L17)</li> <li>• None of your business!* (H22, H25)</li> <li>• Raisin challenge (1)* (H2, H10, H14)</li> <li>• Help or harm?* (H17)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Summer 1</b></p> <p><b>SCARF- Being my best</b></p> <ul style="list-style-type: none"> <li>• Derek cooks dinner! (healthy eating)* (H2, H3)</li> <li>• Poorly Harold* (H12)</li> <li>• For or against* (L1)</li> <li>• I am fantastic!* (H4)</li> <li>• Getting on with your nerves! (R11)</li> <li>• Body team work (H1)</li> <li>• Top Talents (H5)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>
<p><b>Autumn 2</b></p> <p><b>SCARF- Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Family and friends* (R4)</li> <li>• My community* (L9)</li> <li>• Respect and challenge* (R10)</li> <li>• Our friends and neighbours* (L11)</li> <li>• Let's celebrate our differences* (R13, R14)</li> <li>• Zeb* (R14)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Spring 2</b></p> <p><b>SCARF- Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Our helpful volunteers* (L10)</li> <li>• Helping each other to stay safe* (H23)</li> <li>• Recount Task* (L17)</li> <li>• Harold's environment project (L15)</li> <li>• Can Harold afford it? (L13)</li> <li>• Earning Money (L14)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Summer 2</b></p> <p><b>SCARF- Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Relationship Tree* (R2, R3)</li> <li>• Body Space* (R8)</li> <li>• Secret or surprise?* (R9)</li> <li>• Basic first aid*</li> </ul> <p><i>*DfE Statutory Requirement</i></p>

## Year 4

Autumn Term	Spring Term	Summer Term
<p><b>Autumn 1</b></p> <p><b>SCARF- Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• An email from Harold!* (H6)</li> <li>• Ok or not ok? (part 1)* (R2)</li> <li>• Ok or not ok? (part 2)* (R7)</li> <li>• Human machines* (R11)</li> <li>• Different feelings* (R1)</li> <li>• When feelings change* (H1, H6, H7, R7)</li> <li>• Under pressure* (H11)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Spring 1</b></p> <p><b>SCARF- Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• Danger, risk or hazard?* (H9)</li> <li>• Picture Wise* (H21, H22)</li> <li>• How dare you!* (R15)</li> <li>• Medicines: check the label* (H17)</li> <li>• Know the norms (formerly Tell Mark II)* (H17)</li> <li>• Keeping ourselves safe* (H14)</li> <li>• Raisin challenge (2)* (H13)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Summer 1</b></p> <p><b>SCARF- Being my best</b></p> <ul style="list-style-type: none"> <li>• What makes me ME! (formerly Diversity World)* (H5)</li> <li>• Making choices (formerly Conformatron control)* (H2)</li> <li>• SCARF Hotel (formerly Diversity World Hotel)* (H1, H3)</li> <li>• Harold's Seven Rs (L15)</li> <li>• My school community (1) (L9)</li> <li>• Basic first aid*</li> </ul> <p><i>*DfE Statutory Requirement</i></p>
<p><b>Autumn 2</b></p> <p><b>SCARF- Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Can you sort it?* (R12)</li> <li>• Islands* (R8)</li> <li>• Friend or acquaintance?* (R4)</li> <li>• What would I do?* (R13, R14)</li> <li>• The people we share our world with * (L11)</li> <li>• That is such a stereotype!* (R16, L17)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Spring 2</b></p> <p><b>SCARF- Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Who helps us stay healthy and safe?* (H23)</li> <li>• It's your right (L3, L4)</li> <li>• How do we make a difference?* (L2)</li> <li>• In the news!* (L1, L17)</li> <li>• Safety in numbers* (L6)</li> <li>• Logo quiz (L7)</li> <li>• Harold's expenses (L13)</li> <li>• Why pay taxes? (L14)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Summer 2</b></p> <p><b>SCARF- Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Moving house* (H8)</li> <li>• My feelings are all over the place!* (H18)</li> <li>• All change!* (H18, H19)</li> <li>• Yr3 My changing body (H18, H19)</li> <li>• Period positive (H18, H19)</li> <li>• Secret or surprise?* (R9)</li> <li>• Together* (R6)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>

Year 5	Autumn Term	Spring Term	Summer Term
	<p><b>Autumn 1</b></p> <p><b>SCARF- Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Collaboration Challenge! (R11)</li> <li>• Give and take* (R12)</li> <li>• How good a friend are you?*( R1)</li> <li>• Relationship cake recipe* (R2)</li> <li>• Being assertive* (H14)</li> <li>• Our emotional needs* (H7)</li> <li>• Communication* (R14, L6)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Spring 1</b></p> <p><b>SCARF- Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• ‘Thinking’ about habits* (H16)</li> <li>• Jay’s dilemma* (H10)</li> <li>• Spot bullying* (H21, R14, L6)</li> <li>• Ella’s diary dilemma* (R15)</li> <li>• Decision dilemmas (H13)</li> <li>• Play, like, share* (H22, H24, H25, R21)</li> <li>• Drugs: true or false?* (H17)</li> <li>• Smoking: what is normal?* (H13)</li> <li>• Would you risk it?* (H9, H10)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Summer 1</b></p> <p><b>SCARF- Being my best</b></p> <ul style="list-style-type: none"> <li>• Getting fit* (H1)</li> <li>• It all adds up! (H2)</li> <li>• Different skills (H5)</li> <li>• My school community (2) (L9)</li> <li>• Independence and responsibility (H11, H23)</li> <li>• Star qualities?* (H4)</li> <li>• Basic first aid*</li> </ul> <p><i>*DfE Statutory Requirement</i></p>
	<p><b>Autumn 2</b></p> <p><b>SCARF- Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Qualities of friendship* (R4)</li> <li>• Kind conversations* (R10)</li> <li>• Happy being me* (R13, R14)</li> <li>• The land of the Red People* (L11)</li> <li>• Is it true?* (R13, R16, R17, L18)</li> <li>• It could happen to anyone* (R7)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Spring 2</b></p> <p><b>SCARF- Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• What’s the story?*( L1)</li> <li>• Fact or opinion?*( L17)</li> <li>• Rights, responsibilities and duties (L7)</li> <li>• Mo makes a difference* (L10)</li> <li>• Spending wisely (L13)</li> <li>• Lend us a fiver! (L14)</li> <li>• Local councils (L2)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Summer 2</b></p> <p><b>SCARF- Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• How are they feeling?*( H6)</li> <li>• Taking notice of our feelings* (R8)</li> <li>• Dear Hetty (H8)</li> <li>• Changing bodies and feelings (H18)</li> <li>• Growing up and changing bodies (H18, H20)</li> <li>• It could happen to anyone* (R7)</li> <li>• Help! I’m a teenager- get me out of here* (H18)</li> <li>• Dear Ash* (R9)</li> <li>• Stop, start, stereotypes* (R13, R14, R16, R17)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>



## Year 6

Autumn Term	Spring Term	Summer Term
<p><b>Autumn 1</b></p> <p><b>SCARF- Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Working together (R11)</li> <li>• Let's negotiate (R12)</li> <li>• Solve the friendship problem* (R2)</li> <li>• Assertiveness skills (formerly Behave yourself- 2)* (H14)</li> <li>• Behave yourself* (H14)</li> <li>• Dan's day* (R1)</li> <li>• Don't force me* (R6, R20)</li> <li>• Acting appropriately* (H20, R8)</li> <li>• It's a puzzle* (H21, H22)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Spring 1</b></p> <p><b>SCARF- Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• Think before you click!* (H22)</li> <li>• Traffic lights* (H21, H22)</li> <li>• To share or not to share?* (H22)</li> <li>• Rat Park* (H16)</li> <li>• What sort of drug is...?* (H17)</li> <li>• Drugs: it's the law!* (H17)</li> <li>• Alcohol: what is normal?* (H13)</li> <li>• Joe's story (part 1)* (H7)</li> <li>• Joe's story (part 2)* (H7)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Summer 1</b></p> <p><b>SCARF- Being my best</b></p> <ul style="list-style-type: none"> <li>• Five Ways to Wellbeing project* (H1)</li> <li>• This will be your life! (H5)</li> <li>• Our recommendations (L1)</li> <li>• What's the risk? (1)* (H10)</li> <li>• What's the risk? (2)* (H10, H14)</li> <li>• Basic first aid*</li> </ul> <p><i>*DfE Statutory Requirement</i></p>
<p><b>Autumn 2</b></p> <p><b>SCARF- Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• OK to be different* (R13, R14)</li> <li>• We have more in common than not* (R13, R17, L11)</li> <li>• Respecting differences* (R10)</li> <li>• Tolerance and respect for others* (L11)</li> <li>• Advertising friendships!* (R4)</li> <li>• Boys will be boys?- challenging gender stereotypes* (R16)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Spring 2</b></p> <p><b>SCARF- Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Two sides to every story* (L17)</li> <li>• Fakebook friends* (H4, L17, L18)</li> <li>• What's it worth (L13)</li> <li>• Jobs and taxes (L14)</li> <li>• Action stations!* (L10)</li> <li>• Project Pitch (parts 1 &amp; 2) (L7)</li> <li>• Happy shoppers (L15)</li> <li>• Democracy in Britain 1- Elections (L2)</li> <li>• Democracy in Britain 2- How (most) laws are made (L2)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>	<p><b>Summer 2</b></p> <p><b>SCARF- Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Helpful or unhelpful? Managing change* (H8)</li> <li>• I look great!* (H4, L17)</li> <li>• Media manipulation* (H1, H4)</li> <li>• Pressure online* (H14)</li> <li>• Is this normal?* (H18, H20)</li> <li>• Dear Ash* (R9)</li> <li>• Making babies (H19)</li> <li>• What is HIV? (H12)</li> </ul> <p><i>*DfE Statutory Requirement</i></p>

## Appendix 2: PSHE Skills Progression Map



Whitwick St John the Baptist CE Primary School

# PSHE Skills Progression: Reception to Year 6

## Scheme of work: SCARF

All lessons linked to Key Stage 1 & 2 outcomes for PSHE (PSHE Association 2020) or DfE Statutory Requirements for RSE (from 2020)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<h3>Me and My Relationships</h3>	<p>Talk about things that make us similar and different.</p> <p>Identify what is special to them, including objects and people and what makes them special.</p> <p>Know and identify whom they can trust and ask for help both at home and school.</p> <p>Explore a range of different feelings and discuss how these feelings can be spotted in other people.</p> <p>Discuss what feelings they have experienced before and discover things that may make them feel a certain emotion.</p> <p>Start to understand things they can do if they experience a not so good feeling (i.e. sad or angry).</p>	<p>Name a variety of different feelings and explain how these may make us behave.</p> <p>Understand how emotions can be read through body language or facial expressions and that our emotions can give a physical reaction in our bodies (i.e. butterflies in the tummy).</p> <p>Identify some different ways of dealing with 'not so good' feelings. Know when they need help and who to go to for help.</p> <p>Identify different classroom rules and understand that they help everyone to learn and stay safe.</p>	<p>Use a range of words to describe feelings and recognise that people have different ways of expressing their feelings.</p> <p>Understand how to deal with feelings (e.g. anger, loneliness) and explain where someone could get help if they are upset by someone else's behaviour.</p> <p>Understand how to express feelings in a safe, controlled way and help others to do the same.</p> <p>Suggest rules that will help to keep everyone happy and friendly. Know what will help them to keep to these rules and how to help other people in the class do this.</p> <p>Understand what makes a good friend and how to be one to others. Be aware of how to help others to be good friends to each other.</p> <p>Explain that bullying is uncommon. Know the difference between bullying and isolated unkind behaviour.</p>	<p>Acknowledge and accept that others may have different views and understand that we do not always agree with each other.</p> <p>Understand ways of helping others to resolve arguments or disputes.</p> <p>Identify many ways in which they or someone can be a good friend and explain different ideas they have for making up with a friend if they have fallen out.</p> <p>Explain some of the feelings someone might have when they lose something important to them and understand these feelings are normal and a way to deal with the situation.</p> <p>Explain why we have rules and explore why rules are different for different age groups, in particular internet-based activities.</p> <p>Consider the possible consequences for breaking different rules.</p> <p>Explain what a dare is and understand that no one has the right to force</p>	<p>Identify a wide range of feeling and describe and how these feelings can affect our physical state.</p> <p>Explain how different words can express the intensity of feelings.</p> <p>Identify that a person is feeling worried through their body language and that different people can have different feelings in the same situation.</p> <p>Give examples of body language from a range of different emotions.</p> <p>Explain what we mean by a 'positive, healthy relationship' and describe some of the qualities they admire in others.</p> <p>Define successful qualities of teamwork and collaboration, demonstrating strategies for working collaboratively.</p> <p>Explain the difference between teasing and bullying.</p> <p>Know what to do if someone was upsetting or bullying them and give examples of how they</p>	<p>Explain what collaboration means and describe the attributes needed to work collaboratively.</p> <p>Give a range of examples of their emotional needs and explain why they are important.</p> <p>Understand that emotional needs can change according to circumstance.</p> <p>Define 'negotiation' and 'compromise', describing how these strategies help to resolve difficult issues or some situations.</p> <p>Identify what makes a relationship unhealthy and whom they could talk to if they needed help.</p> <p>Explain how to be a good friend and why these qualities are important.</p> <p>Identify characteristics of passive, aggressive and assertive behaviours.</p> <p>Give examples of how to stand up for themselves and know when they may need to use assertiveness skills.</p>	<p>Recognise some of the challenges that arise from friendship and suggest strategies for dealing with these, demonstrating the need for respect and an assertive approach.</p> <p>Recognise and empathise with patterns of behaviour in peer-group dynamics.</p> <p>Explain bystander behaviour and give examples of what bystanders do when someone is being bullied. Some will know the difference between an active and passive bystander and can explain how these two behaviours have different effects on bullying.</p> <p>Define and give examples of 'negotiation' and 'compromise'.</p> <p>Describe the consequences of reacting to others in a positive or negative way.</p> <p>Describe ways in which people show their commitment to each other.</p>

			<p>Know what to do if someone is teasing them and understand ways that they can get help if they are being bullied.</p>	<p>them to do a dare if it makes them feel uncomfortable or unsafe.</p>	<p>could help someone else who is upset or being bullied.</p> <p>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p> <p>Explain what being 'assertive' means and give examples of being assertive, including when and why they may need to be.</p>	<p>Understand that online communication can be misinterpreted.</p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p>Know the ages at which a person can marry, depending on parental consent and understand that everyone has the right to be free to choose who and whether to marry.</p> <p>Explain what 'appropriate touch' and 'inappropriate touch' are and give examples of both. In addition, be aware of types of touch that are against the law and suggest ways of getting help if someone experiences inappropriate or illegal touch.</p> <p>Describe safe and respectful behaviours when using communication technology.</p>
<p><b>Valuing Difference</b></p>	<p>Identify features that make themselves and others special.</p> <p>Explore their likes and dislikes including their favourite things to do.</p> <p>Say ways in which people are similar as well as different.</p> <p>Learn what is the same and different about some families and homes.</p> <p>Recognise ways they can be kind to others.</p>	<p>Say ways in which people are similar as well as different.</p> <p>Identify people that are special to them and recognise the qualities which makes that person special.</p> <p>Recognise what is fair and unfair, kind and unkind and explain why things sometimes seem unfair, even if they are not.</p>	<p>Identify some of the physical and non-physical differences and similarities between people.</p> <p>Know and use words or phrases that show respect for other people.</p> <p>Know how to help themselves if they are being left out.</p> <p>Recognise and describe acts of kindness and unkindness. Explain how these impact on other people's feelings.</p>	<p>Give examples of different types of families and community groups.</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Explain that people living in the UK have different origins and identify similarities and differences between a diverse range of people from different backgrounds.</p>	<p>Define the terms 'negotiation' and 'compromise' and understand the need to manage conflict or difference through this.</p> <p>Understand they have a right to protect their personal body space and recognise how others' non-verbal signals indicate how they feel when people are close to their body space.</p> <p>Recognise that they have different types of relationships with people they know and give examples of these</p>	<p>Understand that having different groups of people, including faiths and cultures, is something to celebrate by stating positive things about having these differences.</p> <p>Develop an understanding of discrimination and its injustice and consider how this behaviour can be challenged.</p> <p>Empathise with people who have been, and currently are, subjected to injustice including through racism.</p>	<p>Understand and explain the term 'prejudice'.</p> <p>Give examples of discriminatory behaviour or prejudice-based bullying and reflect on reasons why some people behave and sometimes bully for this reason.</p> <p>Describe how empathy can help people to be more tolerant and understanding of those who are different to them.</p> <p>Describe positive attributes of their</p>

			<p>Recognise if someone else is being left out and explain ways that they could help.</p> <p>Give examples of good listening skills and explain why listening skills help to understand a different point of view, acknowledge ideas or find a compromise.</p>	<p>Understand and begin to explain how different families can experience prejudice and why this can happen (e.g. fear, ignorance, media, etc.).</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>Understand what tolerance and respect mean and how they can help everyone.</p> <p>Give examples of where tolerance and respect have helped to make a setting a happier, safer place.</p>	<p>types of relationships, including how they influence what is shared.</p> <p>Identify ways people are different, including race, ethnicity, gender, religion or culture and explain how differences can sometimes cause conflict but can also be something to celebrate.</p> <p>Define the word 'respect' and demonstrate ways of showing respect towards others' differences.</p> <p>Recognise that people are stereotyped (labelled) and that these labels are often wrong.</p> <p>Understand how stereotyping can limit some people's thinking about what they can do or become.</p> <p>Explain why it is important to challenge stereotypes that may be applied to themselves or others.</p>	<p>Acknowledge that religious and cultural differences can be a source of conflict and explain some of the reasons for this (i.e. fear, ignorance, misunderstanding, etc.).</p> <p>Describe the benefits of living in a diverse society and the importance of mutual respect for different faiths and beliefs.</p> <p>Explain how people sometimes aim to create an impression of themselves through what they post online and know that what they post may not be real.</p> <p>Begin to understand the reasons why someone may post something that is not real and give examples of why giving someone an inaccurate (or selective) impression could be harmful to the people that do it (i.e. trying to live up to their image, taking risks, etc.).</p> <p>Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p>	<p>peers and know that all people are unique but that we have far more in common with each other than what is different.</p> <p>Give examples of what bystanders might do and how their behaviour effects a bullying situation.</p> <p>Give examples of when it might be safe or unsafe to be an active bystander.</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>Explain the difference between a friend and an acquaintance, describing the qualities of strong, positive friendship.</p> <p>Define what is meant by a 'stereotype' and recognise how the media can sometimes reinforce gender stereotypes.</p> <p>Challenge stereotypical gender portrayals of people.</p>
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## Keeping Myself Safe

<p>Begin to understand what is safe or unsafe to put on their bodies.</p> <p>Understand what is safe to go inside their bodies, including medicines to help them feel better if they are ill.</p> <p>Identify what is unsafe inside and outside and how we can keep safe around these things (i.e. boiling water in the kettle).</p> <p>Begin to explore feelings they may experience if they do not feel safe (i.e. funny feelings in their tummy).</p> <p>Identify adults they trust that keep them safe.</p>	<p>Know what they can do if they have strong, but not so good feelings, to help them stay safe (i.e. feeling sad- talk to someone).</p> <p>Give examples of how they can keep themselves healthy.</p> <p>Understand that medicines can sometimes make people feel better when they are ill.</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Understand and learn the PANTS rule (NSPCC) and be aware of which parts should be private.</p> <p>Know they have the right to say 'no' to unwanted touch.</p> <p>Explain the difference between appropriate and inappropriate touch.</p>	<p>Identify situations in which they would feel safe or unsafe as well as situations where they would need to say 'Yes', 'No', 'I'll ask' or 'I'll tell'.</p> <p>Give examples of safe and unsafe secrets and identify safe people who can help if something feels wrong.</p> <p>Give examples of touches that are ok or not ok and identify a safe person to tell if they feel 'not ok' about something.</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.</p> <p>Identify how inappropriate touch can make someone feel.</p> <p>Explain that some medicines can be helpful or harmful and give examples of how they can be used safely.</p> <p>Understand other things people can do to help themselves get better if they are ill, as well as, or instead of taking medicine (e.g. rest and sleep, drinking</p>	<p>Know the difference between danger and risk.</p> <p>Identify risky situations and state what they could do to make a situation less risky or not risky at all.</p> <p>Explain why some people might choose to take risks and why others choose to avoid them.</p> <p>Understand some of the risks of cigarettes and alcohol and explain why some medicines can be helpful or harmful.</p> <p>Identify risk factors in certain situations and suggest ways of reducing or managing those risks.</p> <p>Know that our body can often give us a sign when something does not feel right; to trust these signs and talk to a trusted adult if this happens.</p> <p>Explain how to keep personal details safe online and why this is important.</p> <p>Acknowledge that some people try to find out personal knowledge through online communication and that some</p>	<p>Define the terms 'danger', 'risk' and 'hazard', explaining the difference between them.</p> <p>Identify dangerous, risky or hazardous situations and explain what can reduce or remove the risk.</p> <p>Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media and celebrities) yet understand that people have choices about whether they take risks.</p> <p>Identify images that are safe/unsafe to share online and explain strategies for safe sharing.</p> <p>Understand the implications of sharing images online without consent.</p> <p>Explain the risks of smoking or drinking alcohol on a person's body, particularly a young person, and give reasons why most people choose not to smoke or drink too much alcohol.</p> <p>Understand that medicines are drugs and explain safety issues for medicine use.</p>	<p>Explain what a habit is and describe why and how a habit can be hard to change.</p> <p>Recognise that there are positive and negative risks, weighing up risk factors and possible outcomes when making a decision.</p> <p>Give examples of risky situations, including online, or things that may influence a person to take risks, explaining that they have a choice and stating how they could make the situation less risky.</p> <p>Define what a dare is and explain why someone might give a dare.</p> <p>Suggest ways of standing up and saying no to doing a dare.</p> <p>Recognise and describe the difference between online and face-to-face bullying.</p> <p>Demonstrate strategies to deal with face-to-face and online bullying, recognising when this also may be happening to others.</p> <p>Know how to protect personal information online and consider</p>	<p>Know they have emotional needs as well as physical needs and explain what might happen if their emotional needs are not met.</p> <p>Explain ways of making sure that they are keeping themselves safe when using a mobile phone, including safety around sharing personal information or images and that there are laws relating to this.</p> <p>Define what is meant by 'addiction', demonstrating an understanding that it is a form of behaviour.</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context and be aware that drugs can have both medical and non-medical uses.</p> <p>Understand some of the basic laws in relation to drugs and explain why there are laws in this country.</p> <p>Understand the norms around drinking alcohol and the reasons for common misperceptions of these.</p>
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			water, eating the right kind of food).	information that they see online might not always be true.	<p>Define the meaning of the word 'dare' and identify given scenarios which are dares and which are not.</p> <p>Understand the term 'influence' and be aware of thing around them that could influence their behaviour and decisions (e.g. friends, media, etc.).</p> <p>Give examples of positive and negative influences that could influence decision-making.</p> <p>Identify consequences of decisions and explain how these can be either positive or negative.</p>	<p>what is safe/unsafe to share.</p> <p>Recognise that people are not always who they appear to be online and explain risks of being friends with a person they have not met online.</p> <p>Understand some of the complexities of categorising drugs, knowing that all medicines are drugs but not all drugs are medicines.</p> <p>Understand the norms around smoking/alcohol and reasons for common misperceptions of these.</p>	<p>Describe some of the effects and risks of drinking alcohol.</p> <p>Understand and give examples of conflicting emotions and reflect on how independence and responsibility go together.</p>
<p><b>Rights and Responsibilities</b></p>	<p>Talk about who looks after them and their family and what they can do to help adults do this.</p> <p>Know some ways they can be helpful at home and school including looking after our world.</p> <p>Know some ways that they can look after money.</p>	<p>Recognise the importance of regular hygiene routines. Give some examples of how they can look after themselves and the environment- at school or at home.</p> <p>Know some ways that they can look after money.</p>	<p>Identify things that help them to be feel settled and calm in the classroom. Give examples of when they have used these strategies when they are unsettled.</p> <p>Identify special people in the community who can help to keep them safe and how to ask these people for help.</p> <p>Recognise that they all have a responsibility for</p>	<p>Understand the different between facts and opinions, giving examples of both.</p> <p>Know ways of checking whether something is a fact or just an opinion.</p> <p>Begin to explain some of the ways people online might try to trick people by presenting 'false facts' and know what to do to keep</p>	<p>Define what is meant by 'being responsible' and the various responsibilities of those who help them stay safe and healthy.</p> <p>Understand that humans have rights and identify some responsibilities that come with these.</p> <p>Understand the reason we have rules and recognise that everyone can make a difference within a democratic process.</p>	<p>Understand the difference between a fact and an opinion, understanding the need to think critically about things we read.</p> <p>Know the rights and responsibilities of people within the community.</p> <p>Give examples of some of the rights and related responsibilities they have, as they grow older, at home and school.</p>	<p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them.</p> <p>Know the legal age for having a social media account.</p> <p>Explain how people's social media profiles often give a biased view of them and why people may only show certain aspects of their lives.</p>

			<p>helping to look after the school environment and make suggestions for how it may be improved.</p> <p>Know that money can be spent on items that are essential or non-essential and it is a person's choice on what to do with their money.</p> <p>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p>	<p>themselves safe from being tricked.</p> <p>Identify key people who are responsible for them to stay safe and healthy.</p> <p>Explain that as they get older they will start to take more responsibility for keeping themselves safe and give examples of how they can help the people that help them to do this.</p> <p>Define what 'the environment' means and explain different methods of looking after it.</p> <p>Understand the terms 'income', 'saving' and 'spending'.</p> <p>Recognise that there are times we can but items we want and times when we need to save for items.</p> <p>Explain that people earn their income through their jobs and understand that the amount someone is paid is due to a range of factors (e.g. skill, experience, training, responsibility, etc.).</p>	<p>Understand the difference they can make to people and environment around them.</p> <p>Define what an 'active bystander' is.</p> <p>Explain how as a 'bystander' they can have a positive effect on negative behaviour they witness by working together to stop or change it.</p> <p>Explain that things they see on TV, in newspapers or online might not give all the facts and be biased.</p> <p>Understand how biased reports can give messages that might influence how people think about things and why this might be a problem.</p> <p>Define the terms 'income', 'expenditure', 'income tax', 'National Insurance' and 'VAT'.</p> <p>Understand that money is a limited resource and that they have choices and decisions to make about how to spend it.</p> <p>Begin to give examples about how these decisions about money may affect</p>	<p>Explain what we mean by the terms 'voluntary', 'community' and 'pressure (action) groups', giving examples of the kind of work they do and its value.</p> <p>Begin to understand some of the wider rights and responsibilities that we have, such as to the community or the environment.</p> <p>Give examples of different things that they are responsible for to keep themselves healthy (e.g. doing some exercise, brushing their teeth, etc.).</p> <p>Explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome these blockers.</p> <p>Define the terms 'loan', 'credit', 'debt' and 'interest' and suggest advice for a range of situations involving personal finance.</p> <p>Explain that local councils spend money on services where they live and have to make decisions about</p>	<p>Understand how a person can keep healthy in relation to their use of social media, to overcome the pressures and feeling that sometimes come with the use of it.</p> <p>Explain what 'environmentally sustainable' living means and give examples of how we can live in a more sustainable way.</p> <p>Describe the costs that go into producing an item and suggest sale prices for items, taking into account a range of factors.</p> <p>Explain what is meant by the term 'interest'.</p> <p>Recognise and explain that different jobs have different levels of pay and the factors that influence this.</p> <p>Explain the different types of tax (income tax and VAT) which help to fund public services.</p> <p>State different ways to save money and explain the advantages and disadvantages of long-term saving (e.g. an ISA).</p>
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					<p>communities including schools or where they live.</p>	<p>how money is spent on things needed in the community.</p> <p>Begin to give examples of things the council allocates money for and explain why this may be popular or unpopular amongst different people within the community.</p>	
<p><b>Being my best</b></p>	<p>Give ideas about what they could do if something felt hard or went wrong.</p> <p>Name some healthy foods; know why certain foods are healthy and why it is important to eat at least five portions of fruit or vegetables a day.</p> <p>Understand why is it important to get a good night's sleep, eat well, move our bodies and wash our hands.</p>	<p>Name ideas of what they can do if they find something difficult.</p> <p>Name some healthy foods; know why certain foods are healthy and why it is important to eat at least five portions of fruit or vegetables a day.</p> <p>Understand how diseases can spread.</p> <p>Recognise how a person's behaviour (including their own) can affect others.</p>	<p>Understand that the body gets energy from food, water and oxygen.</p> <p>Name different internal body parts and those that help to turn food to energy.</p> <p>Give examples of things to do that keep them healthy including looking after their teeth, eating healthily, exercise and rest.</p> <p>Explain how germs can be spread and understand the importance of dental hygiene.</p> <p>Describe simple hygiene routines such as hand washing or dental hygiene.</p> <p>Explain how setting a goal or goals will help them to achieve what they want to be able to do. Suggest phrases and words of</p>	<p>Name major internal body parts and describe how food, water and air get into the body and blood.</p> <p>Define the term 'balanced diet' and give examples of foods that might make up a healthy, balanced meal.</p> <p>Explain how some infectious illnesses are spread from one person to another and the importance of hygiene routines to help reduce this risk.</p> <p>Develop skills in discussion and debating an issue, empathising with different viewpoints.</p> <p>Explain what 'responsibility' means and give examples of things they can take responsibility for in relation to their health, explaining the benefits of this.</p>	<p>Identify ways in which everyone is unique and appreciate their own uniqueness.</p> <p>Understand that the body gets energy from food, water, oxygen and that exercise and sleep are important to our health.</p> <p>Give examples of choices they can make or already do to stay healthy.</p> <p>Explain the benefits of looking after themselves now and in the future.</p> <p>Give examples of things they can do or already do to look after the environment.</p> <p>Explain the benefits of looking after the environment both now and in the future, and for future generations.</p>	<p>Identify their own strengths and talents as well as areas that need improvement and describe strategies for achieving these.</p> <p>Know the harmful effects of smoking and alcohol, understanding the norms and misperceptions of these.</p> <p>Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> <p>Know the basic functions of the four systems and know they are inter-related.</p> <p>Identify people who are responsible for helping them to stay healthy and safe and ways they can help these people.</p> <p>Know that increased independence brings</p>	<p>Explain what the five ways to wellbeing are and how they contribute to a healthy lifestyle.</p> <p>Identify their aspirations and goals, stating the steps they need to take towards achieving it and giving examples of problems or challenges they may need to overcome.</p> <p>Recognise what a risk is.</p> <p>Understand the risks related to growing up and explain the need to be aware of these.</p> <p>Identify physical risks and emotional risks and give examples of both, including how to reduce or remove the risk in different situations.</p>



			<p>encouragement to give someone who is learning something new.</p>	<p>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p> <p>Know that talents and skills can be developed and explain how goal setting helps to improve it.</p> <p>Begin to identify aspirations they have for when they are older and give examples of goals they need to set in order to achieve these.</p>		<p>with it increased responsibility, giving an example of something that has helped them to show this.</p> <p>Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p>Explain how and why media images of celebrities (and sometimes friends) can make some people feel.</p>	
<p><b>Growing and Changing</b></p>	<p>Discuss what seasons are and what happens (changes) in spring, summer, autumn and winter.</p> <p>Talk about cycles that go round and round including plants, animals and humans.</p> <p>Begin to discuss where babies (animals) come from.</p> <p>Discuss how they have changed since they were a baby and give an example of how they have grown (e.g. bigger shoes, sleeping in a bed).</p>	<p>Identify an adult they can talk to, at both home and school, if they need help.</p> <p>Explain some things they can do now that they could not do when they were a baby or a toddler.</p> <p>Name some body parts that are inside their body and some that are outside.</p> <p>Identify parts of the body that are private.</p>	<p>Identify different stages of growth (e.g. baby, toddler, child, teenager and adult).</p> <p>Identify people who help us to grow (people who look after us) and what things they can now do themselves that they could not when they were younger to help them grow.</p> <p>Give examples of how it feels when you have to say goodbye to someone or something (e.g. moving house).</p> <p>Give examples of how to give support or feedback to someone</p>	<p>Identify different types of relationships.</p> <p>Name things that make a positive relationship and some that make a negative relationship.</p> <p>Be aware of how to keep or make a healthy relationship (e.g. with a friend).</p> <p>Understand what 'body space' or 'personal space' is.</p> <p>Identify when someone has not been invited into his or her body space and know how to show assertiveness in asking them to leave it</p>	<p>Describe some of the changes that happen to people during their lives and suggest people who may be able to help them deal with change.</p> <p>Identify parts of the body that males and females have in common and those that are different, including the correct terminology for genitalia.</p> <p>Understand and explain why puberty happens. Understand how the onset of puberty can have emotional as well as physical impact.</p>	<p>Explain why people have good and not so good feelings.</p> <p>Use a range of words and phrases to describe the intensity of different feelings.</p> <p>Explain what resilience is and how it can be developed.</p> <p>Understand that resilience helps people to manage their feelings and give examples of how they can develop their confidence/resilience.</p> <p>List way in which they can experience change (e.g. puberty, moving house, family breakup or</p>	<p>Recognise some of the changes they have experience and their emotional responses to those changes.</p> <p>Give examples of secrets that can be kept private (confidential) and those that should be shared with a trusted adult.</p> <p>Understand that fame can be short-lived and recognise that photos can be changed to match society's view of perfect.</p> <p>Identify qualities that people have, as well as their looks.</p>

			<p>that is positive or constructive. Explain what privacy means and give examples of different types of private information.</p> <p>Identify which parts of the human body and private and understand that humans mostly have the same body parts but that they can look different from person to person.</p>	<p>if they feel uncomfortable. Define the terms 'secret' and 'surprise'. Begin to identify unsafe secrets that make them feel uncomfortable and who they can talk to about it.</p>	<p>Know the key facts of the menstrual cycle and understand that periods are a normal part of puberty for girls. Suggest good ways to compromise to reduce conflict. Understand that marriage is a commitment to entered into freely, which can include same sex and opposite sex partners. Explain why some people choose to have a civil ceremony or live together instead.</p>	<p>bereavement) and state ways that they can prepare for change (e.g. get the facts, talk to someone). Suggest ways to cope with strong emotions in response to change. State some of the ways their body responds when they may need help. Be able to identify when they need help and which trusted adults in their life could help them. Recognise when others may need to get help and advise them to talk to a trusted adult. Know the correct words for the external sexual organs. Know what menstruation is and why it happens, identifying some products that may need during puberty and why. Recognise that some people can be bullied because of the way they express their gender and give examples of how this can be stopped.</p>	<p>Understand the risks of sharing images online and how these are hard to control, once shared. Give examples of what someone can say or do to help a person feel good or not so good about themselves. Identify ways in which a person's feelings towards themselves may be affected (e.g. images of celebrities). Understand that people can feel pressure to behave in a certain way because of the influence of their peer group. Explain what 'puberty' means and give examples of the physical and emotional changes associated with it. Identify the changes that happen though puberty to allow sexual reproduction to occur. Understand the process of reproduction. Know where someone could get support if they were concerned about their own or another person's safety.</p>
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								Explain how HIV affects the body's immune system.
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Explain how HIV affects the body's immune system.

### Appendix 3: Relationship Education: DfE Statutory Requirements (September 2020)

TOPIC	PUPILS SHOULD KNOW
Families including people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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>• 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>• 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>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• 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> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• 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>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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>• 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> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The 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>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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>• 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>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• 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>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 4: Science Curriculum Map: Programme of Study for Year 1 to 6

KS1

Year	Pupils should be taught to:
1	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul>
2	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>

	<ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>
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Lower KS2

Year	Pupils should be taught to:
3	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul>

	<p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• describe magnets as having two poles</li> <li>• predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>
4	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>



Year	Pupils should be taught to:
5	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul> <p><b>Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul> <p><b>Earth and space</b></p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>
6	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> </ul>

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

### **Evolution and inheritance**

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

### **Light**

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

### **Electricity**

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram