



ANTON INFANT SCHOOL

ANDOVER

Relationship and Health Education Policy

THIS POLICY WAS PREPARED BY LAURA SKEATES

AGREED BY STAFF IN JUNE 2026

APPROVED BY GOVERNORS IN JULY 2026

DATE FOR REVIEW: JULY 2027

Signed: _____ (Headteacher)

Signed: _____ (Chair of Governors)

Date: _____

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1. Aims

The aims of relationships and health education (RHE) at our school are to:

- Provide a framework 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, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

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

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

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Anton Infant School, we teach RHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and families. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled 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. Family /stakeholder consultation – families and any interested parties were invited to view the updated curriculum content and ask questions
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHE in infant school is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

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

RHE is not about the promotion of sexual activity.

5. Curriculum

Our RHE 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 families, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with families upon request.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE). We use the SCARF program (see appendix 1) to deliver these lessons at an age appropriate pitch.

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 RHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RHE

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

The teaching of RHE is overseen by the PSHE lead. All teachers are responsible for teaching RHE.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from the [non-statutory/non-science] components of sex education within RHE.

10. Training

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

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

11. Monitoring arrangements

The delivery of RHE is monitored by Louise Payne PSHE Lead through:

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

This policy will be reviewed by the senior leadership team. At every review, the policy will be approved by the governing body

Appendix 1: Curriculum Map

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy

Appendix 2- Medium term plan

Reception		
DfE Statutory Requirements - end of primary statements (Statutory from Year 1)	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
		Overarching learning intentions across this unit: Children will be able to: • Talk about similarities and differences; • Name special people in their lives; • Describe different feelings; • Identify who can help if they are sad, worried or scared; • Identify ways to help others or themselves if they are sad or worried.
FPC1, FPC3, RR1, RR4, RR5, CF1 RKR1, RKR5, RKR8, FPC1, FPC3, CF1	All about me	• Talk about their own interests; • Talk about their families; • Talk about how they are the same or different to others.
FPC1, FPC3, RR1, RR3, RR4 FPC1, FPC3, RKR5, RKR8	What makes me special	• Share their favourite interests and objects; • Talk about themselves positively; • Listen to what others say and respond.
FPC1, FPC2, FPC3, CF1, RR1 FPC1, FPC2, FPC3, CF1, RKR1, RKR5, GW9	Me and my special people	• Talk about the important people in their lives; • Understand that we have different special people; • Name key people outside of families that care for them.
FPC1, FPC2, FPC4, FPC6,	Who can help me?	• Talk about when they might feel unsafe or unhappy; • Name the people who will help them; • Notice when a friend is in need at school and help them.

CF1, CF2, CF3, CF5, BS5, BS8, MW9 FPC1, FPC2, CF1, CF2, CF3, RKR5, BS1, BS5, BS7, GW9		
FPC2, FPC6, MW2, MW3, MW6, MW7, MW9, CF5 FPC6, GW3, GW4, GW6, GW9, PHF4, HP3	My feelings	- Describe different emotions; - Explore how we feel at certain times or events; - Identify ways to change feelings and calm down.
MW2, MW3, MW6, MW7, MW9, CF2, CF5, FPC6 FPC6, CF1, CF2, CF3, CF4, CF5, CF7, RKR3, RKR5, RKR6, GW3, GW4, GW6, GW9	My feelings (2)	- Identify events that can make a person feel sad; - Suggest ways in which they can help a friend who is sad; - Choose ways to help themselves when they feel sad.
	Valuing Difference	
		Overarching learning intentions across this unit Children will be able to: - Be sensitive towards others and celebrate what makes each person unique; - Recognise that we can have things in common with others; - Use speaking and listening skills to learn about the lives of their peers; - Know the importance of showing care and kindness towards others;

		Demonstrate skills in building friendships and cooperation.
RR1, RR4 RKR1, RKR8	I'm special, you're special	- Describe their own positive attributes; - Share their likes and dislikes; - Listen to and respect the ideas of others.
CF1, CF2, CF3, RR1, RR4, RR5, BS6, MW3 CF1, CF2, CF3, CF4, CF5, FPC1, FPC2, FPC3, FPC4, FPC5, RKR1, RKR4, RKR5, RKR8, GW3	Same and different	- Recognise the similarities and differences amongst their peers; - Discuss why differences should be celebrated; - Retell a story.
FPC1, FPC2, FPC3, FPC4, RR1 FPC1, FPC2, FPC3, FPC4, RKR5	Same and different families	- Talk about their family, customs and traditions; - Listen to others talk about their experiences; - Compare their own experiences with those of others.
RR1, RR3 FPC3, FPC4, RKR7, RKR5	Same and different homes	- Recognise the similarities and differences between their home and those of others; - Talk about what makes their home feel special and safe; - Be sensitive towards others.
CF2, CF3, RR2, RR3 CF2, CF3, CF4, FPC2, FPC3, FPC5, RKR1, RKR3, RKR4	Kind and caring (1) I am caring	- Suggest ways in which we can be kind towards others; - Demonstrate skills in cooperation with others.
CF1, CF2, CF3, RR1, RR2, RR3 CF1, CF2, CF3, CF4, CF5, FPC1,	Kind and caring (2) I am a friend	- Show friendly behaviour towards a peer; - Build relationships with others.

FPC2, FPC3, FPC4, FPC5, RKR1, RKR3, RKR6		
	Keeping Safe	
		Overarching learning intentions across this unit: Children will be able to: • Talk about how to keep their bodies healthy and safe; • Name ways to stay safe around medicines; • Know how to stay safe in their home, classroom and outside; • Know age-appropriate ways to stay safe online; • Name adults in their lives and those in their community who keep them safe.
MW3, HP4, HP5, BS5 HP2, HP4, HP5, GW4	What's safe to go onto my body	• Name things that keep their bodies safe; • Name things that keep their bodies clean and protected; • Think about how to recognise things that might not be safe.
HE3, HP3, PHF4, DAT1 PHF1, PHF4, HE2, HE4, DATV1	Keeping myself safe - what's safe to go into my body (including medicines)	• Make safe decisions about items they don't recognise; • Talk about what our bodies need to stay well; • Name the safe ways to store medicine and who can give it to children (adults).
FPC1, BS5 FPC1, HP2, PS1, PS2	Safe indoors and outdoors	• Name some hazards and ways to stay safe inside; • Name some hazards and ways to stay safe outside; • Show how to care for the safety of others.
BS3, BS5, BS6, BS7	Listening to my feelings (1)	• Name the adults who they can ask for help from, and will keep them safe; • Recognise the feelings they have when they are unsafe;

RR8 RKR2, RKR11, BS1, BS2, BS3, BS4, BS5, BS6, BS7		• Talk about keeping themselves safe, safe touches and consent.
OR3, BS2, BS5, BS6 CF5, FPC1, FPC2, OSA3, OSA4, OSA5, OSA6, WO1, WO4, WO8, WO11	Keeping safe online	• Share ideas about activities that are safe to do on electronic devices (including not to talk to any strangers online.); • What to do and who to talk to if they feel unsafe online; • Think about the healthy amount of time to spend on devices.
FPC2, FPC6, BS4, BS5, BS6, BS8 FCP2, FCP4, FCP6, BS4, BS5, BS6, PS1, PS2	People who help to keep me safe	• Name the people in their lives who help to keep them safe; • Name people in their community who help to keep them safe; • Talk about ways to keep themselves safe in their environment.
	Rights and Respect	
		Overarching learning intentions across this unit: Children will be able to: • Understand that they can make a difference; • Identify how they can care for their home, school and special people; • Talk about how they can make an impact on the natural world; • Talk about similarities and differences between themselves; • Demonstrate building relationships with friends.

FPC1, FPC2, FPC3, FPC4 FPC1, FPC2, FPC3, FPC4, RKR5	Looking after my special people	- Name the special people in their lives; - Understand that our special people can be different to those of others.
CF1, CF2, CF3, RR1, RR8, BS6 CF1, CF2, CF3, RKR1, RKR4, RKR6, RKR7	Looking after my friends	- Talk about why friends are important and how they help us; - Identify ways to care for a friend in need; - Identify ways to help others in their community.
RR2, RR3 RKR6, RKR7	Being helpful at home and caring for our classroom	- Identify ways in which they help at home; - Recognise the importance of taking care of a shared environment; - Name ways in which they can look after their learning environment.
FPC1, RR3 RKR7, GW1	Caring for our world	- Think about what makes the world special and beautiful; - Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; - Talk about what can happen to living things if the world is not cared for.
WO6	Looking after money (1): recognising, spending, using	- Recognise coins and other items relating to money; - Identify the uses of money; - Begin to understand that money can be kept safely in a bank as digital money. - Recognise that adults can use devices like phones to pay for things. - Think about the risks related to online gaming.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Looking after money (2): saving money and keeping it safe	- Talk about why it's important to keep money safe; - Identify ways to save money; - Talk about why we save money; - Begin to understand that money can be kept safely in a bank as digital money; - Recognise that adults can use devices like phones to pay for things.

	Being My Best	
		Overarching learning intentions across this unit: Children will be able to: • Feel resilient and confident in their learning; • Name and discuss different types of feelings and emotions; • Learn and use strategies or skills in approaching challenges; • Understand that they can make healthy choices; • Name and recognise how healthy choices can keep us well.
MW2, MW3, CF2, RR2 CF2, RKR3, RKR8, GW3, GW4, GW5, GW9	Bouncing back when things go wrong	• Share an experience where they haven't achieved their goal; • Develop their confidence and resilience towards having a growth mindset; • Name a strategy to overcome a hurdle.
MW2, MW3, CF2 CF3, RKR8, GW3, GW4	Yes, I can!	• Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle.
HE1, HE2 HE1, HE2, HE3, HE4, HP4	Healthy eating (1)	• Name and choose healthy foods and drink; • Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); • Explain the jobs of different food groups.
HE1	Healthy eating (2)	• Name and choose healthy foods and drink; • Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); • Explain the jobs of different food groups.

GW1, GW2, PHF1, PHF2, PHF4	My healthy mind	• Feel resilient and confident in their learning. • Name and discuss different types of feelings and emotions. • Learn and use strategies or skills in approaching challenges. • Understand that they can make healthy choices. • Name and recognise how healthy choices can keep us well.
PHF2, HE1, HP3, HP4, HP5 PHF1, PHF2, HE1, HP3, HP4, HP5	Move your body	• Describe the changes in their body during exercise and what is happening to their body; • Explain how exercise can help us stay well - physically and mentally; • Name some ways to keep their body fit and well.
HP3, HP4, HP5 HP3, HP4, HP5	A good night's sleep	• Understand why our body needs sleep; • Talk about their own bedtime routine; • Suggest ways to have a calm evening and bedtime routine.
	Growing and Changing	
		Overarching learning intentions across this unit: Children will be able to: • Understand that there are changes in nature and humans; • Name the different stages in childhood and growing up; • Understand that marriage and civil partnerships are a lifelong promise made by two grown-ups; • Understand that babies are made by a man and a woman; • Understand that some children are adopted; • Use the correct vocabulary when naming the different parts of the body; • Know how to keep themselves safe.

CAB1 DB1	Seasons	- Name the different seasons and describe their differences; - Explain the changes that occur as seasons change; - Talk about how they have grown in resilience.
CAB1 DB1, DB2	Life stages - plants, animals, humans	- To understand that animals and humans change in appearance over time; - Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals); - Make observations and ask questions about living things.
FPC2, FPC3, FPC4, FPC5, CAB1, BS3 FPC2, FPC4, FPC5, CF6, RKR5, RKR6, DB1, DB2	Life Stages: Human life stage - who will I be?	- Retell a story and respond to questions about it. - Use the language and describe the different life stages of: baby, child, teenager, adult, older age. - Talk about marriage and civil partnerships – what they are and why people might choose them. - Talk about their own experience of growing up.
FPC1, FPC3, FPC4, RR1, CAB1 FPC1, FPC2, FPC3, FPC5, RKR5, DB1, DB2	Where do babies come from?	- Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. - Understand that every family is different. - Talk about similarities and differences between themselves and others.
FPC1, FPC3, FPC4, RR1, CAB1, HE1, HE3, HP3 FPC3, PHF2, HE1, HE2, DB1, DB2, DB3	Getting bigger	- Talk about how they have changed as they have grown. - Explain the differences between babies, children, and adults. - Understand that we are all unique.
BS2, BS3, BS7, RR7, RR8 RKR3, RKR10, BS2, BS3, DB1, DB2	Me and my body - girls and boys	- Name parts of the body (including reproductive parts) using the correct vocabulary. - Explain which parts of their body are kept private and safe and why. - Tell or ask an appropriate adult for help if they feel unsafe.

YEAR 1		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2, RR3 RKR2, RKR3, RKR6, RKR7	Why we have classroom rules	- Understand that classroom rules help everyone to learn and be safe; - Explain their classroom rules and be able to contribute to making these.
RR1, CF2, CF4, CF5 CF4, CF5, CF6, CF7, RKR1, RKR11	How are you listening?	- Demonstrate attentive listening skills; - Suggest simple strategies for resolving conflict situations; - Give and receive positive feedback, and experience how this makes them feel.
BS5, MW2, MW3, MW4, MW7 BS5, GW3, GW4, GW5, GW6	Thinking about feelings	- Recognise how others might be feeling by reading body language/facial expressions; - Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).
BS5, MW1, MW2, MW3, MW4, MW7 BS5, GW2, GW3, GW4, GW5, GW6	Our feelings	- Identify a range of feelings; - Identify how feelings might make us behave; - Suggest strategies for someone experiencing 'not so good' feelings to manage these.

YEAR 1		
MW2, MW3, MW6, MW7 RKR8, GW1, GW3, GW4, GW6	Feelings and bodies	- Recognise that people's bodies and feelings can be hurt; - Suggest ways of dealing with different kinds of hurt.
CF1, CF2, CF3 CF3	Good friends	- Identify simple qualities of friendship; - Suggest simple strategies for making up.
	Valuing Difference	
FPC3, FPC4, RR1, RR2 FPC3, FPC4, RKR1, RKR2	Same or different?	- Identify the differences and similarities between people; - Empathise with those who are different from them; - Begin to appreciate the positive aspects of these differences.
CF2, CF3, CF4, RR5, RR6, MW8 CF2, CF4, CF5, CF7, RKR5, RKR6, RKR9, RKR11, GW7, OSA1, OSA6	Unkindness, teasing or bullying?	- Explain the difference between unkindness, teasing and bullying; - Understand that bullying is usually quite rare. - Understand that bullying can happen online. - Understand that they should not share unkind photos of other people online.
RR3, RR5, BS1 BS1, RKR3, RKR5	Harold's school rules	Explain some of their school rules and how those rules help to keep everybody safe.
CF2, CF3, CF4, RR2, RR3	It's not fair!	- Recognise and explain what is fair and unfair, kind and unkind; - Suggest ways they can show kindness to others.

YEAR 1		
CF2, CF3, CF4, CF5, CF7, RKR2, RKR3, RKR11		
FPC1, FPC2, FPC3, FPC4, MW6 FPC1, FPC2, FPC3, FPC4, GW1, RKR8	Who are our special people?	- Identify some of the people who are special to them; - Recognise and name some of the qualities that make a person special to them.
FPC3, FPC4	Our special people balloons	- Recognise that they belong to various groups and communities such as their family; - Explain how these people help us and we can also help them to help us.
	Keeping Safe	
HP3	Super sleep	- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; - Identify simple bedtime routines that promote healthy sleep; - To explore how screen use can make us feel and learn how to make healthy and sensible choices.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8 FPC6, CF5, CF7, RKR11, BS5	Who can help? (1)	- Recognise emotions and physical feelings associated with feeling unsafe; - Identify people who can help them when they feel unsafe.
FPC6, RR8, BS1, BS2, BS5, BS7, BS8,	Good or bad touches?	- Understand and learn the PANTS rules; - Name and know which parts should be private; - Explain the difference between appropriate and inappropriate touch;

YEAR 1		
FPC6, RKR8, BS1, BS2, BS5, BS6, BS7, DB2		- Understand that they have the right to say “no” to unwanted touch; - Start thinking about who they trust and who they can ask for help.
RR8, OR1, OR2, OR3, OR4 OR5, BS1, BS2, BS6, ISH1, ISH3, ISH5, ISH7 OSA3, OSA4, OSA5, OSA6, WO1, WO4, WO8, WO11	Sharing pictures	- Start thinking about how to stay safe online, including safety around sharing images; - Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.
DAT1 DATV1, PS1	What could Harold do?	- Understand that medicines can sometimes make people feel better when they're ill; - Explain simple issues of safety about medicines and their use.
MW2 GW3, GW8	Harold loses Geoffrey	Recognise the range of feelings that are associated with loss.
	Rights and Respect	
CF2, CF4, RR2, RR3, RR5 CF4, CF5, CF7, RKR2, RKR3, RKR5, RKR11	Harold has a bad day	Recognise how a person's behaviour (including their own) can affect other people.
Wider PSHE curriculum (not covered by DfE statutory)	Around and about the school	- Identify what they like about the school environment; - Recognise who cares for and looks after the school

YEAR 1		
requirements)		environment.
RR5 RKR5	Taking care of something	• Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others.
Wider PSHE curriculum (not covered by DfE statutory requirements) WO6	Harold's money	• Explain where people get money from; • List some of the things that money may be spent on in a family home; • Understand that when they want to buy something, online or offline, they need to ask their grownups for help first.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	• Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).
BFA1, BFA2	Basic first aid	• See link to external resources for further information.
	Being My Best	
HE1, HE2, HE3 HE1, HE2, HE3, HE4	I can eat a rainbow	• Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
HE1, HE2, HE3	Eat well	• Recognise that they may have different tastes in food to others;

YEAR 1		
HE1, HE2, HE3, HE4		- Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; - Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
HP4, HP5	Harold's wash and brush up	- Recognise the importance of regular hygiene routines; - Sequence personal hygiene routines into a logical order.
HP5	Catch it! Bin it! Kill it!	- Understand how diseases can spread; - Recognise and use simple strategies for preventing the spread of diseases.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold learns to ride his bike	- Recognise that learning a new skill requires practice and the opportunity to fail, safely; - Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
CF2, CF5, RR1, RR3, RR5 CF3, CF4, CF6, RKR1, RKR3, RKR5, RKR6	Pass on the praise!	- Demonstrate attentive listening skills; - Suggest simple strategies for resolving conflict situations; - Give and receive positive feedback, and experience how this makes them feel.
PHF4	Inside my wonderful body! (OPTIONAL)	- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); - Understand and explain the simple bodily processes associated with them.
	Growing and Changing	
PHF1, PHF3, HP3, HP4	Healthy me	- Understand that the body gets energy from food, water and air (oxygen); - Recognise that exercise and sleep are important parts of a healthy lifestyle;

YEAR 1		
HP3, HP4, PHF1, PHF3, WO3		To explore how screen use can make us feel and learn how to make healthy and sensible choices.
CAB1 DB1	Then and now	- Identify things they could do as a baby, a toddler and can do now; - Identify the people who help/helped them at those different stages.
FPC2, CAB1 FPC2, DB1, DB2	Taking care of a baby	- Identify things they could do as a baby, a toddler and can do now; - Identify the people who help/helped them at those different stages.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8 FPC6, CF2, CF4, CF5, CF7, RKR4, RKR5, RKR6, RKR9, RKR11, OSA1, OSA5, OSA6, BS5, BS6, BS7, GW7	Who can help? (2)	- Explain the difference between teasing and bullying; - Understand that bullying can happen online; - Give examples of what they can do if they experience or witness bullying; - Say who they could get help from in a bullying situation.
FPC6, CF4, CF5, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8 FPC6, CF5, CF7, RKR8, RKR11, BS1, BS2, BS4, BS5, BS6, BS7, DB2	Surprises and secrets	- Explain the difference between a secret and a nice surprise; - Identify situations as being secrets or surprises; - Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.

YEAR 1		
BS3, BS7 BS3, BS6, DB2	Keeping privates private	• Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts.

YEAR 2		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2 RKR2, RKR3	Our ideal classroom (1)	- Suggest actions that will contribute positively to the life of the classroom; - Make and undertake pledges based on those actions.
RR3 RKR7	Our ideal classroom (2) (OPTIONAL)	The conventions of courtesy and manners.
MW2, MW3 GW3, GW4	How are you feeling today?	- Use a range of words to describe feelings; - Recognise that people have different ways of expressing their feelings; - Identify helpful ways of responding to other's feelings.
MW2, MW9 GW3, GW9	Let's all be happy	- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); - Explain where someone could get help if they were being upset by someone else's behaviour.
CF1, CF2, CF3, CF4	Being a good friend	- Recognise that friendship is a special kind of relationship; - Identify some of the ways that good friends care for each other.
RR5, RR6	Types of bullying	- Explain the difference between bullying and isolated unkind behaviour; - Recognise that there are different types of bullying and

YEAR 2		
CF3, CF4, RKR5, RKR6, RKR9, OSA1, OSA4,		- unkind behaviour; - Understand that bullying and unkind behaviour are both unacceptable ways of behaving; - Understand that bullying can happen online, as well as in person, and to know what to do if this happens; - Understand that they should not share images of themselves or others without permission.
RR5, RR6 CF4, RKR5, RKR6, RKR9	Don't do that!	- Understand and describe strategies for dealing with bullying; - Rehearse and demonstrate some of these strategies. - Understand that there are different types of bullying, including online.
RR5, RR6 CF4, RKR4, RKR5, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6	Bullying or teasing? (OPTIONAL)	- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; - Identify situations as to whether they are incidents of teasing or bullying. - Understand that bullying can happen online, as well as in person, and to know what to do if this happens. - Understand that they should not share images of themselves or others without permission.
	Valuing difference	
RR1, RR2 RKR1, RKR2, RKR6	What makes us who we are?	- Identify some of the physical and non-physical differences and similarities between people; - Know and use words and phrases that show respect for other people.
FPC1, FPC2, FPC3, FPC4	My special people	- Identify people who are special to them; - Explain some of the ways those people are special to them.

YEAR 2		
RR2, MW3 RKR2, GW4	How do we make others feel?	Recognise and explain how a person's behaviour can affect other people.
CF3, MW7 CF2, GW6	When someone is feeling left out	- Explain how it feels to be part of a group; - Explain how it feels to be left out from a group; - Identify groups they are part of; - Suggest and use strategies for helping someone who is feeling left out.
CF3, RR2, RR3, MW3 CF2, RKR2, RKR3, GW4	An act of kindness	- Recognise and describe acts of kindness and unkindness; - Explain how these impact on other people's feelings; - Suggest kind words and actions they can show to others; - Show acts of kindness to others in school.
CF4, CF5, CF6, CF7, RKR11	Solve the problem	- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); - Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
	Keeping Safe	
MW3, MW5, DAT1 RKR8, GW1, GW4, DATV1	Harold's picnic	- Understand that medicines can sometimes make people feel better when they're ill; - Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; - Explain simple issues of safety about medicines and their use.
BS1, BS3, BS5, PS1, DB2	How safe would you feel?	- Identify situations in which they would feel safe or unsafe; - Suggest actions for dealing with unsafe situations including who they could ask for help.

YEAR 2		
BS1, BS3, BS4, PS1 , DB2	What should Harold say?	Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
BS3, BS4, MW2, RR8 BS4, GW3	I don't like that!	- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; - Identify the types of touch they like and do not like; - Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
BS1, BS3, BS5, DB2	Fun or not?	- Recognise that some touches are not fun and can hurt or be upsetting; - Know that they can ask someone to stop touching them; - Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
BS1, BS2, BS3, BS5, DB2	Should I tell?	- Identify safe secrets (including surprises) and unsafe secrets; - Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
	Rights and respect	
CF5, RR3, RR5, RR6 CF4, CF6, RKR3, RKR5, RKR6, RKR9	Getting on with others	Describe and record strategies for getting on with others in the classroom.
MW3, MW4	When I feel like erupting	Explain, and be able to use, strategies for dealing with impulsive behaviour.

YEAR 2		
GW4, GW5		
BS6, BS7, BS8 , DB2	Feeling safe	- Identify special people in the school and community who can keep them safe; - Know how to ask for help.
OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH2, ISH3, ISH5, ISH7 OSA1, OSA2	Playing games	- Know the importance of keeping personal information private, when online and only talking to people they know in real life; - Know that they can tell an adult they trust if anything happens that makes them worried.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	- Understand that people have choices about what they do with their money; - Know that money can be saved for a use at a future time; - Explain how they might feel when they spend money on different things.
Wider PSHE curriculum (not covered by DfE statutory requirements) WO6	Harold goes camping (OPTIONAL)	- Recognise that money can be spent on items which are essential or non-essential; - Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this; - Understand the money risks related to online gaming.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment?	- Identify what they like about the school environment; - Identify any problems with the school environment (e.g. things needing repair); - Make suggestions for improving the school environment; - Recognise that they all have a responsibility for helping to look after the school environment.

YEAR 2		
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	• Explain the stages of the learning line showing an understanding of the learning process; • Suggest phrases and words of encouragement to give someone who is learning something new; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
MW3, PHF2, HE1, GW4	My day	• Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
HP5, HP6	Harold's postcard - helping us to keep clean and healthy	• Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses.
HP4	Harold's bathroom	• Explain the importance of good dental hygiene; • Describe simple dental hygiene routines.
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood.
PHF1, HE1, HP3	My body needs... (OPTIONAL)	• Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health. • Explore how screen use can make us feel and learn how to

YEAR 2		
		make healthy and sensible choices.
BFA1, BFA2	Basic first aid	See link to external resources for further information.
	Growing and Changing	
CF3 CF2	A helping hand	Demonstrate simple ways of giving positive feedback to others.
MW2 GW3, GW8	Sam moves house	Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
CAB1 DB1	Haven't you grown?	- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); - Understand and describe some of the things that people are capable of at these different stages.
BS2, CAB1 BS3, DB1, DB2, DB3	My body, your body	- Identify which parts of our body are private; - Explain that our genitals help us make babies when we are older; - Understand that we mostly have the same body parts but how they look is different from person to person.
BS2, DB2,	Respecting privacy	- Explain what privacy means; - Know that you are not allowed to touch someone's private belongings without their permission; - Give examples of different types of private information.

YEAR 2		
BS1, BS2, BS3, BS4, MW2, GW3, DB2	Some secrets should never be kept	• Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

Appendix 3: Families form: withdrawal from sex education within RHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from RHE			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	