



The BIG Picture

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

Bringing SCARF values home:

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

What do we already know? Year 2 PSHE – Me and My Relationships

- To say some ways that I can get help if I am being bullied, and what I can do if someone teases me.
- To suggest rules that will help to keep us happy and friendly and what will help me to keep these rules.
- To say some classroom rules we have made together.
- To give lots of ideas about what makes a good friend and how I try to be a good friend.
- To express my feelings in a safe, controlled way most of the time.

Key vocabulary & understanding:

- apologise
- respect
- disagree
- responsibility
- calm
- disputes
- arguments
- feelings
- persuade
- friendship
- opinions
- listening
- family
- friendship
- falling out
- special people

DfE Statutory Requirements – end of Primary statements

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

Pupils should be taught:

- Families and people who care for me: 2
- Caring Friendships: 1, 2, 3, 4, 5
- Respective Relationships: 1, 2, 3
- Being safe: 1
- Mental Health and Wellbeing: 2, 3, 4
- Internet Safety and harms: 4

Additional Learning:

Teamwork

Specific unit objectives:

- To mostly be able to accept the views of others and understand that we don't always agree with each other.
- To give lots of ideas about what I do to be a good friend
- To tell you some different ideas for how I make up with a friend if we have fallen out.

Key Questions:

- Can people disagree and still be friends?
- Do people need to accept the views of others? Why?
- How can I make up with a friend if we have fallen out?
- How can I help others to sort out their argument?

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

British Values: Democracy and The Rule of Law

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

Key Themes:

- Rules and their purpose
- Co-operation
- Friendship (including respectful relationships)
- Coping with loss



### The BIG Picture

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

Bringing SCARF values home:

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

### What do we already know? Year 2 PSHE – Valuing Difference

- To say how I could help myself if I was being left out.
- To give a few examples of good listening skills.
- To explain why listening skills help me to understand a different point of view.

### Key vocabulary & understanding:

family  
different  
name calling  
prejudice  
tolerance  
community  
strangers  
bullying  
differences  
belonging  
respect  
identity  
families  
similarities

### DfE Statutory Requirements – end of Primary statements

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

Pupils should be taught:

Families and people who care for me: 1, 2, 3, 4, 6, 7

Respective Relationships: 1, 2, 3, 6, 7

Online Relationships: 2

Mental Health and Wellbeing: 5, 8

Internet Safety and harms: 5

### Specific unit objectives

- To give examples of different community groups and understand that it is good about having different groups.
- To talk about examples in our classroom when respect and tolerance have helped to make it a happier, safe place.

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

Protected Characteristics: Age, Disability, Race, Religion or Belief, Sex and Sexual Orientation.

British Values: Tolerance and Respect for others

Education for a Connected World: Online Relationships and Online Bullying

Additional Activities: The Adoptable School Toolkit, Anti-bullying Week and Safeguarding - NSPCC

### Key Questions:

Are all families the same? If not, how are they different?

Where does prejudice come from?

Can prejudice be challenged? How?

Are tolerance and respect the same? Do we need both?

### Key Themes:

Recognising and respecting diversity

Being respectful and tolerant

My community



**The BIG Picture**

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

Bringing SCARF values home:

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

**What do we already know? Year 2 PSHE – Keeping Safe**

- To give some examples of safe and unsafe secrets.
- To think of safe people who can help if something feels wrong.
- To give examples of touches that are ok or not ok (even if they haven't happened to me).
- To identify a safe person to tell if I felt 'not OK' about something.
- To explain that medicines can be helpful or harmful.

**Key vocabulary & understanding:**

- alcohol
- personal details
- risk (risky)
- internet safety
- cigarettes
- private
- nicotine
- trust
- medicines
- public
- unsafe
- search engine harmful situation
- e-cigarettes
- vapes

**DfE Statutory Requirements – end of**

**Primary statements**

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

Pupils should be taught:

- Online Relationships: 3, 4, 5
- Being safe: 1,2, 4, 5, 6, 7, 8
- Internet Safety and harms: 1,2, 3, 6
- Healthy Eating: 3
- Drugs, alcohol and tobacco: 1

**Specific unit objectives**

- To say what I could do to make a situation less risky or not risky at all.
- To say why medicines can be helpful or harmful.
- To identify how to keep my personal details safe online.
- To explain why information I see online might not always be true.

**Key Questions:**

- Why do some people choose to take risks?
- Why do some people choose to avoid risky situations?
- Can medicines be both helpful and harmful? Why?
- Why is it important to keep personal details safe when online?

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

Education for a Connected World: Online Reputation and Managing Online Information

Additional Resources: Children's Mental Health Week, A to Z of coping strategies, anxiety and stress, Dental Hygiene, Gambling, Road Safety and Vaccinations and Immunisations

**Key Themes:**

- Managing risk
- Decision-making skills
- Drugs and their risks
- Staying safe online



### The BIG Picture

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

Bringing SCARF values home:

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

### What do we already know? Year 2 PSHE – Rights and Respect

- To give examples of things that help me to be settled and calm in the classroom.
- To give examples of when I've used some of these ideas to help me when I am not settled.

### Key vocabulary & understanding:

online  
false  
check  
safe  
parent  
carer  
adult  
search  
fact  
opinion

### DfE Statutory Requirements – end of

#### Primary statements

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

Pupils should be taught:

Online Relationships: 4

Being safe: 8

Mental Health and Wellbeing: 5

Internet Safety and harms: 6

Additional learning:

Looking after the environment

Money

### Specific unit objectives

- To say some ways of checking whether something is a fact or just an opinion.
- To say how I can help the people who can help me, and how I can do this.
- To give examples of how I can help people.

### Key Questions:

How can we check whether something is a fact or opinion?

What is a 'false fact' that might be seen online?

How do we keep ourselves safe as we get older?

How can we help the people who help us?

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

Education for a Connected World: Self-Image and Identity and Copyright and Ownership

Additional Resources: Belonging Toolkit, Careers Education and Economic Education (money)

### Key Themes:

Skills we need to develop as we grow up

Helping and being helped

Looking after the environment

Managing money



### The BIG Picture

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

Bringing SCARF values home:

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

### What do we already know? Year 2 PSHE – Being My Best

- To name different parts of my body that are inside me and help to turn food into energy.
- To know what I need to get energy.
- To explain how setting a goal or goals will help me to achieve what I want to be able to do.

### Key vocabulary & understanding:

achieve  
fruit  
medicine  
bones  
goal-setting  
muscles  
skills  
teeth  
balanced diet  
talents  
improve  
practise  
proteins  
water  
sleep  
healthy  
starchy carbohydrates  
dairy  
exercise  
energy  
vegetables

### DfE Statutory Requirements – end of

#### Primary statements

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

Pupils should be taught:

Respectful Relationships: 1, 2, 3

Online Relationships: 1

Healthy Eating: 1, 2, 3

Health and Prevention: 5, 6

Additional learning:

Internal body parts

### Specific unit objectives

- To give a few examples of things I can do to take ownership of being healthy.
- To give an example of something that I have done which shows I am trying to be healthy.
- To explain and give an example of a skill or talent that I have developed.
- To explain the goal-setting that I have already done (or plan to do) in order to improve it.

### Key Questions:

What can I do myself to keep healthy?

How do I feel when I do things to stay healthy?

How can a talent or skill be developed?

Does goal-setting help improve skills and talents?

How?

How do I achieve my goals?

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

Protected Characteristics: Gender Reassignment and Sex

Additional Resources: Kindness through animal welfare, Resilience and Sleep

### Key Themes:

Keeping myself healthy and well

Celebrating and developing my skills

Developing empathy



### The BIG Picture

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

Bringing SCARF values home:

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

### What do we already know? Year 2 PSHE – Growing and Changing

- To say who helps us grow (people who look after us).
- To say what things I can now do myself that I couldn't when I was younger.
- To give examples of how it feels when you have to say goodbye to someone or something (e.g., move house).
- To give examples of how to give feedback to someone.

### Key vocabulary & understanding:

angry  
penis  
relationships  
body space  
touch  
assertive  
vagina  
jealous  
womb  
period/menstruation pad  
trust  
lining  
respect  
breasts uncomfortable  
caring  
genitals  
upset  
egg  
healthy  
puberty  
testicles

### DfE Statutory Requirements – end of

#### Primary statements

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

#### Pupils should be taught:

Caring Friendships: 1, 2, 5

Respectful Relationships: 8

Online Relationships: 1, 2, 3, 4, 5

Being safe: 1, 2, 3, 4, 5, 7

Mental Health and Wellbeing: 3, 4

Internet Safety and harms: 3, 5, 7

Changing Adolescent Body: 1, 2

### Specific unit objectives:

- To name a few things that make a positive relationship and some things that make a negative relationship.
- To say what happened to the women's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.
- To identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

### Key Questions:

What can someone do to make a friendship healthy?

What happens when the human egg is not fertilised?

When is it ok to go into someone's body space?

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

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

Additional Resources: Bereavement and Loss

### Key Themes:

Relationship

Changing bodies and puberty

Keeping safe

Safe and unsafe secrets



By the end of primary school pupils should know:

<p>Families and people who care for me (FPC)</p>	<ol style="list-style-type: none"> <li>1. that families are important for children growing up because they can give love, security and stability.</li> <li>2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ol>
<p>Caring friendships (CF)</p>	<ol style="list-style-type: none"> <li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ol>
<p>Respectful relationships (RR)</p>	<ol style="list-style-type: none"> <li>1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>3. the conventions of courtesy and manners.</li> <li>4. the importance of self-respect and how this links to their own happiness.</li> <li>5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ol>
<p>Online relationships (OR)</p>	<ol style="list-style-type: none"> <li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>5. how information and data is shared and used online.</li> </ol>



Being safe (BS)

1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
5. how to recognise and report feelings of being unsafe or feeling bad about any adult.
6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,
7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.
8. where to get advice e.g. family, school and/or other sources.

Mental wellbeing (MW)

1. that mental wellbeing is a normal part of daily life, in the same way as physical health.
2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.





Internet safety and harms (ISH)	<ol style="list-style-type: none"><li>1. that for most people the internet is an integral part of life and has many benefits.</li><li>2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li><li>4. why social media, some computer games and online gaming, for example, are age restricted.</li><li>5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li><li>6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>7. where and how to report concerns and get support with issues online.</li></ol>
Physical health and fitness (PHF)	<ol style="list-style-type: none"><li>1. the characteristics and mental and physical benefits of an active lifestyle.</li><li>2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li><li>3. the risks associated with an inactive lifestyle (including obesity).</li><li>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</li></ol>
Healthy eating (HE)	<ol style="list-style-type: none"><li>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li><li>2. the principles of planning and preparing a range of healthy meals.</li><li>3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li></ol>
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"><li>1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li></ol>
Health and prevention (HP)	<ol style="list-style-type: none"><li>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li><li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li><li>3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li><li>4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li><li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li><li>6. the facts and science relating to allergies, immunisation and vaccination.</li></ol>



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