



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? Nursery – Me and My Relationships

- To share my feelings.
- To name the important people in my life.

Key vocabulary & understanding:

special
practice
effort
same
different
favourite
family
help
special people
friends
feelings
happy
sad
kind
helpful

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

Caring Friendships: 1, 2, 3, 5, 6

Respective relationships: 1, 3, 4, 5

Being safe: 8

Mental Health and Wellbeing: 2, 3, 6, 7, 9

EYFS Areas of Learning:

Personal, Social Emotional Development

Communication and Language

Understanding the World

Specific unit objectives:

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

Key Questions:

Who is in your family?

What makes you special?

What things are special to you?

What can you do if you are worried or upset?

Who can you ask for help?

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, , Marriage and Civil Partnerships, Pregnancy and Maternity and Religion or Belief

Education for a Connected World: Copyright and Ownership

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

Key Themes:

What makes me special

People close to me

Getting help



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? Nursery – Valuing Difference

- To say how I am the same or different to my friend.
- To tell you something good about being different.
- To be kind and help my friends.

Key vocabulary & understanding:

special
likes
dislikes
favourite
kind
unkind
family
home
kindness
new friend
friendship

DfE Statutory Requirements – end of Primary statements

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

Pupils should be taught:

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

Caring Friendships: 1, 2, 3

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

Being safe: 6

Mental Health and Wellbeing: 3

EYFS Areas of Learning:

Personal, Social Emotional Development

Communication and Language

Understanding the World

Specific unit objectives:

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

Key Questions:

What things are the same about us?

What things are different about us?

What different kinds of houses are there?

How can kind words help others?

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

Protected Characteristics: Religion or Belief

British Values: Tolerance and Respecting others

Additional Resources: Anti-bullying Week and Safeguarding - NSPCC

Key Themes:

Similarities and differences

Celebrating difference

Showing kindness



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? Nursery – Keeping Safe

- To say who I can ask for help.
- To name some dangers and how to keep myself safe.

Key vocabulary & understanding:

keep clean
keep safe
sleep
water
food
fresh air
cuddle
medicine
chemist
doctor
grown up
safe
unsafe
tummy feelings
uncomfortable
worried
tell
adult
trusted

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

Respectful Relationships: 8

Online Relationships: 3

Being safe: 2, 3, 4, 5, 6, 7, 8

Mental Health and Wellbeing: 3

Physical Health and Fitness: 4

Healthy Eating: 3

Drugs, alcohol and tobacco: 1

Health and Prevention: 4, 5

EYFS Areas of Learning:

Personal, Social Emotional Development

Communication and Language

Understanding the World

Specific unit objectives:

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

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 and Privacy and Security,

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

Key Questions:

What goes into our body?

Where do you think things go when we swallow them?

Who helps you to keep safe?

How can we help ourselves to keep safe?

How do you know when something isn’t safe?

Key Themes:

Keeping my body safe

Safe secrets and touches

People who help to keep us safe



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? Nursery – Rights and Respect

- To make some healthy choices.
- To help my family and friends.
- To make caring choices for my world.

Key vocabulary & understanding:

- family
- look after
- help each other
- be alone
- friends
- working together
- responsibility
- helpful
- caring
- environment
- litter
- electricity
- pollution
- recycling
- money
- shop
- buy
- cost
- pay
- save
- safe place

DfE Statutory Requirements – end of Primary statements

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

Pupils should be taught:

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

Caring Friendships: 1, 2, 3

Respectful Relationships: 1, 2, 3, 8

Being safe: 6

EYFS Areas of Learning:

Personal, Social Emotional Development

Communication and Language

Understanding the World

Expressive Arts and Design

Specific unit objectives:

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

Key Questions:

Who looks after your family?

How can you help your family at home?

How can you care for our world?

Can we make our world a better place?

How do people get money?

Why do we need money?

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

Additional Resources: Careers Education and Economic Education (money)

Key Themes:

Looking after things:
friends, environment,
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? Nursery – Being My Best

- To keep trying.
- To listen to my friends and take turns.
- To choose a healthy snack and activity.

Key vocabulary & understanding:

bounce back
encourage
try
Try again
food
energy
grow
healthy
fruit
vegetable
dairy
exercise
heart
muscles
routine
calm
sleep

DfE Statutory Requirements – end of

Primary statements

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

Pupils should be taught:

Caring Friendships: 2

Respective Relationships: 2

Mental Health and Wellbeing: 2, 3

Physical Health and Fitness: 2

Healthy Eating: 1, 2

Health and Prevention: 3, 4, 5

EYFS Areas of Learning:

Personal, Social Emotional Development
Communication and Language

Specific unit objectives:

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

Key Questions:

What might it mean to have a healthy mind?

What makes you feel good?

Why do we need to eat different kinds of food?

What sort of things can we do to help us stay healthy?

Why is it important to have a good night's sleep?

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

Key Themes:

Keeping my body healthy – food, exercise, sleep

Growth Mindset



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? Nursery Growing and Changing

- To talk about how babies and animals grow.
- To talk about how boys and girls can be different or the same.

Key vocabulary & understanding:

seasons
Spring
Summer
Autumn
Winter
cycle
growing
life cycle
baby
child
teenager
adult
old age
family
love
care
private parts
penis
vulva

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, 5

Respective Relationships: 1, 7, 8

Being safe: 2, 3, 7

Healthy Eating: 1, 3

Health and Prevention: 3

Changing adolescent body: 1

EYFS Areas of Learning:

Personal, Social Emotional Development

Communication and Language

Understanding the World

Specific unit objectives:

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

Key Questions:

What are seasons?

How have you changed since you were a baby?

How do you know you have grown?

Where do babies come from?

Which body parts can you name?

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: Sex

Additional Resources: Bereavement and Loss,

Key Themes:

Cycles

Life stages

Girls and boys – similarities and difference



By the end of primary school pupils should know:

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



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



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