



# **Langford Village Academy & Gravenhurst Academy**

# **Relationships, Sex and Health Education Policy 2026**

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### 1. Aims

The aims of relationships and sex education (RSE) 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
- › Improve their knowledge and understanding of the British Values and what these mean.

### 2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Our curriculum provider, SCARF, adheres to all statutory requirements outlined in the Relationships, sex and health education document, for introduction in September 2026.

At LVA we teach RSE as set out in this policy.

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### 3. Policy development

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

1. Review – a member of staff 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. Parent/stakeholder consultation – parents and any interested parties were invited to read the policy on the website.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

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

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

### 5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

### 6. Delivery of RSHE

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

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, 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)

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSHE policy, and hold the Principal to account for its implementation. The governing board will hold the Principal to account for the implementation of this policy.

### 7.2 The Principal

The Principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

### 7.3 Staff

Staff are responsible for:

- › Delivering RSHE in a sensitive way
- › Modelling positive attitudes to RSHE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

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

### 7.4 Pupils

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

## 8. Parents' right to withdraw

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

## 9. Training

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

## 10. Monitoring arrangements

The delivery of RSHE is monitored by Kirsty Burley through:

Learning walks

Lesson observations

Book scrutiny

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Kirsty Burley annually. At every review, the policy will be approved by the staff and Principal and ratified by the Governing Body.

This page shows you all the DfE's topics and core content statements to be covered by the end of primary school. Schools are free to determine how and when to deliver the content.

## Relationships Education

1. That families are important for children growing up because they can give love, security and stability.

- R All about me
- R What makes me special
- R Me and my special people
- R [Who can help me?](#)
- R Same and different families
- R Safe indoors and outdoors
- R Getting bigger
- R Where do babies come from?
- R Life stages - plants, animals, humans
- R Looking after my special people
- R Caring for our world
- Y1 Who are our special people?
- Y2 My special people
- Y3 Family and friends
- Y4 Friend or acquaintance?
- Y4 My feelings are all over the place!
- Y6 Dan's day (OPTIONAL)
- Y6 Advertising friendships!
- Y6 Joe's story (part 2) (OPTIONAL)
- Y6 What's the risk? (2)

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.

- R People who help to keep me safe
- R Life Stages: Human life stage - who will I be?
- R Same and different families
- R Who can help me?
- R My feelings
- R Me and my special people
- R Looking after my special people
- Y1 Taking care of a baby
- Y1 Who are our special people?
- Y2 My special people
- Y3 Family and friends
- Y3 Looking after our special people
- Y4 Friend or acquaintance?
- Y4 My feelings are all over the place!
- Y5 Help! I'm a teenager - get me out of here!
- Y6 Dan's day (OPTIONAL)
- Y6 Helpful or unhelpful? Managing change

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.

- R Me and my special people
- R What makes me special
- R All about me
- R Same and different families
- R Life Stages: Human life stage - who will I be?
- R Getting bigger
- R Looking after my special people
- R Where do babies come from?
- Y1 Same or different?
- Y1 Who are our special people?
- Y1 Our special people balloons
- Y2 My special people
- Y3 Family and friends
- Y3 Let's celebrate our differences
- Y4 My feelings are all over the place!
- Y4 The people we share our world with
- Y4 What would I do?
- Y4 Together
- Y5 The land of the Red People
- Y6 Don't force me
- Y6 Making babies

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.

- R Getting bigger
- R Life Stages: Human life stage - who will I be?
- R Same and different families
- R Who can help me?
- R Where do babies come from?
- R Looking after my special people
- Y1 Same or different?
- Y1 Who are our special people?
- Y1 Our special people balloons
- Y2 My special people
- Y3 Family and friends
- Y4 My feelings are all over the place!
- Y4 Together
- Y5 Help! I'm a teenager - get me out of here!
- Y6 Don't force me
- Y6 Making babies
- Y6 Advertising friendships!

<p>5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	<ul style="list-style-type: none"> <li><b>R</b> Life Stages: Human life stage - who will I be?</li> <li><b>Y4</b> Together</li> <li><b>Y6</b> Don't force me</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li><b>R</b> <a href="#">People who help to keep me safe</a></li> <li><b>R</b> My feelings (2)</li> <li><b>R</b> Who can help me?</li> <li><b>R</b> My feelings</li> <li><b>Y1</b> Who can help? (2)</li> <li><b>Y1</b> Surprises and secrets</li> <li><b>Y1</b> Good or bad touches?</li> <li><b>Y1</b> Who can help? (1)</li> <li><b>Y3</b> Family and friends</li> <li><b>Y5</b> Growing up and changing bodies</li> <li><b>Y6</b> Helpful or unhelpful? Managing change</li> <li><b>Y6</b> Don't force me</li> </ul>
<p><b>Caring friendships</b></p>	
<p>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<ul style="list-style-type: none"> <li><b>R</b> Who can help me?</li> <li><b>R</b> All about me</li> <li><b>R</b> Me and my special people</li> <li><b>R</b> Same and different</li> <li><b>R</b> I am a friend</li> <li><b>R</b> Looking after my friends</li> <li><b>Y1</b> Good friends</li> <li><b>Y2</b> Being a good friend</li> <li><b>Y3</b> Friends are special</li> <li><b>Y3</b> Looking after our special people</li> <li><b>Y3</b> Relationship tree</li> <li><b>Y4</b> Together</li> <li><b>Y4</b> Friend or acquaintance?</li> <li><b>Y4</b> Can you sort it?</li> <li><b>Y5</b> It could happen to anyone (OPTIONAL)</li> <li><b>Y5</b> How good a friend are you?</li> <li><b>Y5</b> Qualities of friendship</li> <li><b>Y6</b> Advertising friendships!</li> <li><b>Y6</b> Dan's day (OPTIONAL)</li> <li><b>Y6</b> Joe's story (part 2) (OPTIONAL)</li> </ul>

2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

- R I am a friend
- R I am caring
- R Same and different
- R My feelings (2)
- R Who can help me?
- R Looking after my friends
- R Bouncing back when things go wrong
- R Yes, I can!
- Y1 How are you listening?
- Y1 Pass on the praise!
- Y1 Good friends
- Y1 Who can help? (1)
- Y1 Unkind, tease or bully?
- Y1 Who can help? (2)
- Y1 Harold has a bad day
- Y1 It's not fair!
- Y2 Being a good friend
- Y3 Friends are special
- Y3 Looking after our special people
- Y3 Relationship tree
- Y4 Together
- Y4 Friend or acquaintance?
- Y4 Ok or not ok? (part 1)
- Y4 Ok or not ok? (part 2)
- Y4 An email from Harold!
- Y4 Can you sort it?
- Y4 Making choices
- Y5 Being assertive
- Y5 Give and take
- Y5 How good a friend are you?
- Y5 It could happen to anyone (OPTIONAL)
- Y5 Qualities of friendship
- Y5 Relationship cake recipe
- Y6 Joe's story (part 2) (OPTIONAL)
- Y6 What's the risk? (1)
- Y6 Joe's story (part 1) (OPTIONAL)
- Y6 Dan's day (OPTIONAL)
- Y6 Solve the friendship problem
- Y6 Advertising friendships!
- Y6 OK to be different

3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- R Who can help me?
- R Same and different
- R I am caring
- R I am a friend
- R Looking after my friends
- Y1 Good friends
- Y1 Who can help? (1)
- Y1 It's not fair!
- Y1 Who can help? (2)
- Y1 Unkind, tease or bully?
- Y2 A helping hand
- Y2 When someone is feeling left out
- Y2 Being a good friend
- Y2 An act of kindness
- Y3 How can we solve this problem?
- Y4 Ok or not ok? (part 1)
- Y4 An email from Harold!
- Y4 The people we share our world with
- Y4 Can you sort it?
- Y4 Keeping ourselves safe
- Y5 Being assertive
- Y5 Qualities of friendship
- Y5 Give and take
- Y5 It could happen to anyone (OPTIONAL)
- Y5 How good a friend are you?
- Y5 The land of the Red People
- Y5 Relationship cake recipe
- Y6 Joe's story (part 2) (OPTIONAL)
- Y6 What's the risk? (1)
- Y6 Joe's story (part 1) (OPTIONAL)
- Y6 Advertising friendships!
- Y6 Solve the friendship problem
- Y6 Dan's day (OPTIONAL)

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.

- Y1 How are you listening?
- Y1 Who can help? (1)
- Y1 It's not fair!
- Y1 Harold has a bad day
- Y1 Surprises and secrets
- Y1 Unkind, tease or bully?
- Y1 Who can help? (2)
- Y2 Solve the problem
- Y3 How can we solve this problem?
- Y3 Friends are special
- Y4 Can you sort it?
- Y4 What would I do?
- Y4 Ok or not ok? (part 1)
- Y4 Ok or not ok? (part 2)
- Y4 Together
- Y5 Relationship cake recipe
- Y5 Qualities of friendship
- Y5 How good a friend are you?
- Y6 Solve the friendship problem
- Y6 Advertising friendships!
- Y6 Joe's story (part 2) (OPTIONAL)

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.

- R My feelings (2)
- R Who can help me?
- R My feelings
- Y1 How are you listening?
- Y1 Pass on the praise!
- Y2 Getting on with others
- Y2 Solve the problem
- Y3 Friends are special
- Y3 Relationship tree
- Y4 Together
- Y4 Can you sort it?
- Y4 How dare you!
- Y4 My feelings are all over the place!
- Y4 What would I do?
- Y4 Keeping ourselves safe
- Y4 Ok or not ok? (part 2)
- Y4 Ok or not ok? (part 1)
- Y4 Islands
- Y5 Qualities of friendship
- Y5 It could happen to anyone (OPTIONAL)
- Y5 Ella's diary dilemma
- Y5 Being assertive
- Y5 Relationship cake recipe
- Y5 Decision dilemmas
- Y6 Assertiveness skills (formerly Behave yourself - 2)
- Y6 What's the risk? (1)
- Y6 Joe's story (part 1) (OPTIONAL)
- Y6 Advertising friendships!
- Y6 Solve the friendship problem

## Respectful relationships

1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

- R Me and my special people
- R What makes me special
- R All about me
- R Same and different
- R I am a friend
- R Same and different families
- R Same and different homes
- R Getting bigger
- R I'm special, you're special
- R Looking after my friends
- R Where do babies come from?
- Y1 Pass on the praise!
- Y1 How are you listening?
- Y1 Same or different?
- Y2 What makes us who we are?
- Y3 How can we solve this problem?
- Y3 Let's celebrate our differences
- Y3 Respect and challenge
- Y3 Zeb
- Y3 Our friends and neighbours
- Y3 For or against?
- Y3 Thanks
- Y4 Together
- Y4 Ok or not ok? (part 2)
- Y4 Ok or not ok? (part 1)
- Y4 Friend or acquaintance?
- Y4 The people we share our world with
- Y4 Under pressure
- Y4 Can you sort it?
- Y4 What makes me ME!
- Y4 Making choices
- Y4 What would I do?
- Y5 Spot bullying
- Y5 Kind conversations
- Y5 Being assertive
- Y5 Qualities of friendship
- Y5 Happy being me
- Y5 The land of the Red People
- Y5 Help! I'm a teenager - get me out of here!
- Y5 Is it true?
- Y5 Stop, start, stereotypes
- Y6 We have more in common than not
- Y6 Tolerance and respect for others
- Y6 Don't force me
- Y6 What's the risk? (1)
- Y6 Behave yourself
- Y6 Joe's story (part 1) (OPTIONAL)
- Y6 Media manipulation
- Y6 I look great!
- Y6 Is this normal?
- Y6 OK to be different
- Y6 Respecting differences
- Y6 Boys will be boys? - challenging gender stereotypes

2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

- R I am caring
- R I am a friend
- R Bouncing back when things go wrong
- R Being helpful at home and caring for our classroom
- Y1 Same or different?
- Y1 Why we have classroom rules
- Y1 Harold has a bad day
- Y1 It's not fair!
- Y2 How do we make others feel?
- Y2 Our ideal classroom (1)
- Y2 What makes us who we are?
- Y2 An act of kindness
- Y3 Let's celebrate our differences
- Y3 Zeb
- Y3 Thunks
- Y3 For or against?
- Y3 Our friends and neighbours
- Y4 Ok or not ok? (part 1)
- Y4 Human machines
- Y4 The people we share our world with
- Y4 My feelings are all over the place!
- Y4 What makes me ME!
- Y4 Can you sort it?
- Y4 What would I do?
- Y5 Ella's diary dilemma
- Y5 Kind conversations
- Y5 Qualities of friendship
- Y5 Happy being me
- Y5 Help! I'm a teenager - get me out of here!
- Y5 The land of the Red People
- Y5 Is it true?
- Y6 Tolerance and respect for others
- Y6 Assertiveness skills (formerly Behave yourself - 2)
- Y6 Respecting differences
- Y6 Boys will be boys? - challenging gender stereotypes
- Y6 Behave yourself
- Y6 I look great!

### 3. The conventions of courtesy and manners.

- R I am a friend
- R I am caring
- R Same and different homes
- R What makes me special
- R Being helpful at home and caring for our classroom
- R Caring for our world
- Y1 Harold's school rules
- Y1 Pass on the praise!
- Y1 It's not fair!
- Y1 Harold has a bad day
- Y1 Why we have classroom rules
- Y2 Our ideal classroom (2) (OPTIONAL)
- Y2 An act of kindness
- Y2 Getting on with others
- Y3 Friends are special
- Y3 Respect and challenge
- Y3 Zeb
- Y3 Thunks
- Y3 For or against?
- Y4 Ok or not ok? (part 1)
- Y4 How do we make a difference?
- Y4 Can you sort it?
- Y4 In the news!
- Y4 What would I do?
- Y5 Qualities of friendship
- Y5 Happy being me
- Y5 Help! I'm a teenager - get me out of here!
- Y5 Relationship cake recipe
- Y6 Respecting differences

4. The importance of self-respect and how this links to their own happiness.

- R What makes me special
- R All about me
- R Same and different
- R I'm special, you're special
- Y4 Keeping ourselves safe
- Y4 What makes me ME!
- Y4 How dare you!
- Y4 Ok or not ok? (part 2)
- Y5 Happy being me
- Y5 Qualities of friendship
- Y5 Ella's diary dilemma
- Y5 Kind conversations
- Y5 Relationship cake recipe
- Y5 Help! I'm a teenager - get me out of here!
- Y5 The land of the Red People
- Y6 Assertiveness skills (formerly Behave yourself - 2)
- Y6 I look great!
- Y6 Media manipulation
- Y6 Behave yourself
- Y6 Joe's story (part 1) (OPTIONAL)
- Y6 What's the risk? (1)

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.

- R Same and different
- R All about me
- Y1 Pass on the praise!
- Y1 Harold's school rules
- Y1 Who can help? (1)
- Y1 Taking care of something
- Y1 Who can help? (2)
- Y1 Unkind, tease or bully?
- Y1 Harold has a bad day
- Y2 Don't do that!
- Y2 Bullying or teasing? (OPTIONAL)
- Y2 Types of bullying
- Y2 Getting on with others
- Y3 Zeb
- Y4 Safety in numbers
- Y4 The people we share our world with
- Y4 Can you sort it?
- Y4 What would I do?
- Y4 Ok or not ok? (part 2)
- Y4 Ok or not ok? (part 1)
- Y4 How do we make a difference?
- Y5 Qualities of friendship
- Y5 Happy being me
- Y5 Taking notice of our feelings
- Y5 Kind conversations
- Y5 Ella's diary dilemma
- Y5 The land of the Red People
- Y5 Relationship cake recipe
- Y6 Don't force me
- Y6 Assertiveness skills (formerly Behave yourself - 2)
- Y6 We have more in common than not
- Y6 Tolerance and respect for others
- Y6 Acting appropriately
- Y6 Joe's story (part 2) (OPTIONAL)
- Y6 Respecting differences
- Y6 Behave yourself

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.

- Y1 Who can help? (1)
- Y1 Unkind, tease or bully?
- Y1 Who can help? (2)
- Y2 Bullying or teasing? (OPTIONAL)
- Y2 Don't do that!
- Y2 Getting on with others
- Y2 Types of bullying
- Y3 Let's celebrate our differences
- Y3 Zeb
- Y4 Safety in numbers
- Y4 What would I do?
- Y4 Keeping ourselves safe
- Y4 How dare you!
- Y4 Under pressure
- Y5 Spot bullying
- Y5 Happy being me
- Y5 Is it true?
- Y5 Stop, start, stereotypes
- Y6 Acting appropriately
- Y6 We have more in common than not
- Y6 Boys will be boys? - challenging gender stereotypes
- Y6 OK to be different
- Y6 I look great!
- Y6 Behave yourself
- Y6 What's the risk? (1)

7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.

- R Me and my body - girls and boys
- Y3 Zeb
- Y3 Family and friends
- Y4 That is such a stereotype!
- Y5 Is it true?
- Y5 Stop, start, stereotypes
- Y5 Happy being me
- Y6 Media manipulation
- Y6 Two sides to every story
- Y6 Boys will be boys? - challenging gender stereotypes

8. The importance of permission-seeking and giving in relationships with friends, peers and adults.

- R Listening to my feelings
- R Me and my body - girls and boys
- R Looking after my friends
- Y1 Sharing pictures
- Y1 Surprises and secrets
- Y1 Good or bad touches?
- Y2 I don't like that!
- Y3 None of your business!
- Y4 Islands
- Y4 Secret or surprise?
- Y5 Growing up and changing bodies
- Y5 Ella's diary dilemma
- Y6 Think before you click!
- Y6 It's a puzzle (OPTIONAL)
- Y6 Assertiveness skills (formerly Behave yourself - 2)
- Y6 Don't force me
- Y6 Fakebook friends

### Online relationships

1. That people sometimes behave differently online, including by pretending to be someone they are not.

- Y1 Sharing pictures
- Y2 Playing games
- Y3 None of your business!
- Y3 I am fantastic!
- Y4 Ok or not ok? (part 2)
- Y5 Spot bullying
- Y5 Play, like, share
- Y6 Fakebook friends
- Y6 Joe's story (part 2) (OPTIONAL)
- Y6 What's the risk? (2)
- Y6 To share or not to share?
- Y6 Pressure online
- Y6 Media manipulation

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.

- Y1 Sharing pictures
- Y2 Playing games
- Y3 Relationship tree
- Y3 None of your business!
- Y3 Zeb
- Y3 Let's celebrate our differences
- Y4 Ok or not ok? (part 2)
- Y4 How do we make a difference?
- Y4 How dare you!
- Y4 Can you sort it?
- Y5 Spot bullying
- Y5 Communication (OPTIONAL)
- Y5 Play, like, share
- Y5 Is it true?
- Y6 We have more in common than not
- Y6 Think before you click!
- Y6 I look great!
- Y6 It's a puzzle (OPTIONAL)

3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- R Keeping safe online
- Y1 Sharing pictures
- Y2 Playing games
- Y3 Super Searcher
- Y3 None of your business!
- Y4 How do we make a difference?
- Y4 Traffic lights (OPTIONAL)
- Y4 Picture wise
- Y4 Keeping ourselves safe
- Y5 Communication (OPTIONAL)
- Y5 Spot bullying
- Y5 Play, like, share
- Y5 Is it true?
- Y6 What's the risk? (2)
- Y6 To share or not to share?
- Y6 Pressure online
- Y6 Think before you click!
- Y6 It's a puzzle (OPTIONAL)

4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

- Y1 Sharing pictures
- Y2 Playing games
- Y3 Super Searcher
- Y3 Recount task
- Y3 None of your business!
- Y4 Danger, risk or hazard?
- Y4 In the news!
- Y4 Can you sort it?
- Y4 Making choices
- Y5 Fact or opinion?
- Y5 Play, like, share
- Y5 Is it true?
- Y6 Pressure online
- Y6 Think before you click!
- Y6 It's a puzzle (OPTIONAL)

5. How information and data is shared and used online.

- Y1 Sharing pictures
- Y2 Playing games
- Y3 Super Searcher
- Y3 None of your business!
- Y3 Raisin challenge (1) (OPTIONAL)
- Y4 Raisin challenge (2)
- Y4 That is such a stereotype!
- Y4 In the news!
- Y4 Traffic lights (OPTIONAL)
- Y4 Picture wise
- Y5 Spot bullying
- Y5 Is it true?
- Y5 Play, like, share
- Y6 To share or not to share?
- Y6 Pressure online
- Y6 It's a puzzle (OPTIONAL)

## Being safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- Y1 Good or bad touches?
- Y1 Surprises and secrets
- Y1 Harold's school rules
- Y1 Sharing pictures
- Y2 Playing games
- Y2 Some secrets should never be kept
- Y2 Fun or not?
- Y2 What should Harold say?
- Y2 Should I tell?
- Y2 How safe would you feel?
- Y3 Safe or unsafe?
- Y3 Dan's dare
- Y3 None of your business!
- Y3 Raisin challenge (1) (OPTIONAL)
- Y4 Raisin challenge (2)
- Y4 What would I do?
- Y4 How dare you!
- Y4 Secret or surprise?
- Y4 Islands
- Y5 Taking notice of our feelings
- Y5 Would you risk it?
- Y5 Independence and responsibility
- Y5 Ella's diary dilemma
- Y5 Play, like, share
- Y5 Is it true?
- Y6 Acting appropriately
- Y6 What's the risk? (2)
- Y6 Pressure online
- Y6 To share or not to share?
- Y6 OK to be different
- Y6 Think before you click!
- Y6 What's the risk? (1)
- Y6 It's a puzzle (OPTIONAL)

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.

- R Keeping safe online
- R Me and my body - girls and boys
- Y1 Sharing pictures
- Y1 Surprises and secrets
- Y1 Good or bad touches?
- Y2 Should I tell?
- Y2 Playing games
- Y2 Some secrets should never be kept
- Y2 My body, your body
- Y2 Respecting privacy
- Y3 Secret or surprise?
- Y3 The Risk robot
- Y4 Secret or surprise?
- Y4 How do we make a difference?
- Y5 Dear Ash
- Y5 Growing up and changing bodies
- Y5 Ella's diary dilemma
- Y6 It's a puzzle (OPTIONAL)
- Y6 To share or not to share?
- Y6 What's the risk? (2)
- Y6 Acting appropriately

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- R** Listening to my feelings
- R** Life Stages: Human life stage - who will I be?
- R** Me and my body - girls and boys
- Y1** Keeping privates private
- Y2** Should I tell?
- Y2** What should Harold say?
- Y2** I don't like that!
- Y2** How safe would you feel?
- Y2** Some secrets should never be kept
- Y2** Fun or not?
- Y3** Body space
- Y4** Secret or surprise?
- Y4** Islands
- Y5** Taking notice of our feelings
- Y5** Growing up and changing bodies
- Y6** Making babies
- Y6** Acting appropriately
- Y6** Don't force me
- Y6** Pressure online
- Y6** To share or not to share?

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

- R** People who help to keep me safe
- Y1** Surprises and secrets
- Y2** I don't like that!
- Y2** What should Harold say?
- Y2** Some secrets should never be kept
- Y3** None of your business!
- Y3** Danger or risk?
- Y3** Safe or unsafe?
- Y4** Secret or surprise?
- Y4** Danger, risk or hazard?
- Y5** Taking notice of our feelings
- Y5** Dear Ash
- Y5** Play, like, share
- Y6** Don't force me
- Y6** Acting appropriately
- Y6** What's the risk? (2)
- Y6** Pressure online
- Y6** It's a puzzle (OPTIONAL)
- Y6** Joe's story (part 1) (OPTIONAL)

5. How to recognise and report feelings of being unsafe or feeling bad about any adult.

- R Who can help me?
- R People who help to keep me safe
- R Listening to my feelings
- R Keeping safe online
- R Safe indoors and outdoors
- R What's safe to go onto my body
- Y1 Who can help? (2)
- Y1 Good or bad touches?
- Y1 Surprises and secrets
- Y1 Thinking about feelings
- Y1 Our feelings
- Y1 Who can help? (1)
- Y2 How safe would you feel?
- Y2 Should I tell?
- Y2 Fun or not?
- Y3 None of your business!
- Y3 Safe or unsafe?
- Y3 The Risk robot
- Y4 Secret or surprise?
- Y4 Islands
- Y4 Danger, risk or hazard?
- Y5 Dear Ash
- Y5 Taking notice of our feelings
- Y6 What's the risk? (1)
- Y6 Don't force me
- Y6 Acting appropriately
- Y6 Pressure online
- Y6 To share or not to share?

6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.

- R Same and different
- R Keeping safe online
- R Listening to my feelings
- R People who help to keep me safe
- R Looking after my friends
- Y1 Sharing pictures
- Y1 Surprises and secrets
- Y2 Playing games
- Y2 Feeling safe
- Y3 Raisin challenge (1) (OPTIONAL)
- Y3 Safe or unsafe?
- Y4 Who helps us stay healthy and safe?
- Y4 How dare you!
- Y5 Dear Ash
- Y6 Making babies
- Y6 Joe's story (part 1) (OPTIONAL)
- Y6 Behave yourself
- Y6 Acting appropriately

7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.

- R Listening to my feelings
- R Me and my body - girls and boys
- Y1 Keeping privates private
- Y1 Surprises and secrets
- Y1 Good or bad touches?
- Y2 Feeling safe
- Y3 My changing body
- Y3 Safe or unsafe?
- Y3 Body space
- Y4 Who helps us stay healthy and safe?
- Y4 Secret or surprise?
- Y4 Safety in numbers
- Y4 All change!
- Y5 Changing bodies and feelings
- Y5 Dear Ash
- Y5 Taking notice of our feelings
- Y6 Making babies
- Y6 Joe's story (part 1) (OPTIONAL)
- Y6 Is this normal?
- Y6 Acting appropriately
- Y6 Don't force me
- Y6 To share or not to share?

8. Where to get advice e.g. family, school and/or other sources.

- R** [Who can help me?](#)
- R** [People who help to keep me safe](#)
- Y1** [Good or bad touches?](#)
- Y1** [Surprises and secrets](#)
- Y2** [Feeling safe](#)
- Y3** [Safe or unsafe?](#)
- Y3** [Helping each other to stay safe](#)
- Y4** [Who helps us stay healthy and safe?](#)
- Y5** [Taking notice of our feelings](#)
- Y5** [Dear Ash](#)
- Y6** [Making babies](#)
- Y6** [Acting appropriately](#)

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability</li> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</li> <li>• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>• How to manage conflict, and that resorting to violence is never right.</li> <li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li> </ul>
Respectful, kind relationships	<ul style="list-style-type: none"> <li>• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</li> <li>• The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>• How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</li> <li>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</li> <li>• That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</li> <li>• Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</li> <li>• The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</li> <li>• What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</li> <li>• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</li> <li>• That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</li> <li>• The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</li> <li>• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</li> <li>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others. This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>• How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</li> </ul>

Primary Health and well-being to be covered by the end of Primary

General Well Being

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- The importance of promoting general wellbeing and physical health.
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support (including recognising the triggers for seeking support), including who 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).
- That it is common to experience mental health problems, and early support can help.

Well Being Online	<ul style="list-style-type: none"> <li>• That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.</li> <li>• Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</li> <li>• The benefits of limiting 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>• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</li> <li>• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</li> <li>• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</li> <li>• How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.</li> <li>• That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</li> <li>• How to understand the information they find online, including from search engines, and know how information is selected and targeted.</li> <li>• That they have rights in relation to sharing personal data, privacy and consent.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular physical activity 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, moderate and/or vigorous physical activity.</li> <li>• The risks associated with an inactive lifestyle, including obesity.</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy Eating	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• Understanding the importance of a healthy relationship with food.</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• 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> </ul>

<p>Drugs, Alcohol, tobacco and vaping.</p>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</li> </ul>
<p>Health protection and prevention</p>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</li> </ul>
<p>Personal safety</p>	<ul style="list-style-type: none"> <li>• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</li> <li>• How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</li> </ul>
<p>Basic first aid</p>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</li> <li>• Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</li> </ul>
<p>Developing bodies</p>	<ul style="list-style-type: none"> <li>• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.</li> <li>• The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</li> <li>• The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. Health and wellbeing: Secondary</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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

## Appendix 4: Changes to lessons to reflect statutory changes from September 2026

# Lesson Plan Updates

SCARF Lesson Plan	Most Recent Update
<b>Y6</b> <a href="#">Rat Park</a>	<b>Thu, 04 Sep 2025</b> <ul style="list-style-type: none"><li>Wording updated to include references to smartphones</li></ul>
<b>Y6</b> <a href="#">Think before you click!</a>	<b>Thu, 04 Sep 2025</b> <ul style="list-style-type: none"><li>Wording updated to include references to misinformation, disinformation and digital footprints</li><li>Key vocabulary updated</li><li>Activity 1 updated</li><li>New story resource added</li></ul>
<b>Y6</b> <a href="#">We have more in common than not</a>	<b>Sun, 31 Aug 2025</b> <ul style="list-style-type: none"><li>Content updated to strengthen online bullying elements.</li><li>Protected Characteristics guidance - link added.</li><li>Teacher guidance updated to include definitions around online behaviours.</li></ul>
<b>Y6</b> <a href="#">Fakebook friends</a>	<b>Sat, 30 Aug 2025</b> <ul style="list-style-type: none"><li>Updates to selection of profile in Activity 2 (answers also updated).</li></ul>
<b>Y6</b> <a href="#">Two sides to every story</a>	<b>Fri, 29 Aug 2025</b> <ul style="list-style-type: none"><li>Activity sheet updated to reflect online news consumption.</li><li>Extension activity updated to include online media reporting.</li><li>Link to Guardian Foundation's additional resources for media awareness included.</li></ul>
<b>Y6</b> <a href="#">Media manipulation</a>	<b>Fri, 29 Aug 2025</b> <ul style="list-style-type: none"><li>Story sheet updated to include questions about online influencers.</li><li>Content of summary section updated to include reference to the risks posed by AI.</li><li>Key vocabulary updated.</li></ul>
<b>Y6</b> <a href="#">Pressure online</a>	<b>Fri, 29 Aug 2025</b> <ul style="list-style-type: none"><li>Content updated to include ia wider range of social media image-sharing platforms and also issues around AI-generated images.</li><li>Link to <i>Creating a Safe Learning Environment</i> guidance added.</li><li>Photograph resources added for possible use in Activity 1.</li></ul>
<b>Y6</b> <a href="#">What's the risk? (2)</a>	<b>Fri, 29 Aug 2025</b> <ul style="list-style-type: none"><li>Content updated to include risks relating to online behaviours, including AI chatbots.</li><li>Activity sheet updated to include more online-related risk scenarios.</li><li>Link to teacher guidance/information about children's use of AI chatbots and the risks relating to this.</li></ul>
<b>Y6</b> <a href="#">OK to be different</a>	<b>Thu, 28 Aug 2025</b> <ul style="list-style-type: none"><li>Language updated to use aggressor (instead of bully) and target (instead of victim). Research has shown this helps to reduce the power imbalance.</li><li>Active bystander has been replace with upstander in line with the Anti-Bullying Alliance guidance (of whom Coram SCARF are members)</li><li>New resources created for IWB and printable display</li></ul>
<b>Y6</b> <a href="#">Alcohol: what is normal?</a>	<b>Tue, 26 Aug 2025</b> <ul style="list-style-type: none"><li>Odd one out images have now been provided as a resource</li></ul>

<b>Y6</b> <a href="#">Alcohol: what is normal?</a>	<b>Tue, 26 Aug 2025</b> <ul style="list-style-type: none"> <li>• Odd one out images have now been provided as a resource</li> </ul>
<b>Y6</b> <a href="#">Advertising friendships!</a>	<b>Tue, 26 Aug 2025</b> <ul style="list-style-type: none"> <li>• The age at which children should have smartphones statement has been changed from 12 to 14. This is in line with recommendations from the Smartphone Free Childhood Movement.</li> <li>• <a href="https://www.smartphonefreechildhood.org/the-issue/solution">https://www.smartphonefreechildhood.org/the-issue/solution</a></li> </ul>
<b>Y4</b> <a href="#">How do we make a difference?</a>	<b>Tue, 26 Aug 2025</b> <ul style="list-style-type: none"> <li>• New vocabulary and key themes explained</li> <li>• Activity part 2 added</li> <li>• Activity sheet updated</li> <li>• New link to website support for teachers and pupils</li> <li>• Extension added</li> <li>• Key vocabulary updated</li> </ul>
<b>Y3</b> <a href="#">Recount task</a>	<b>Tue, 26 Aug 2025</b> <ul style="list-style-type: none"> <li>• Resource activity sheet updated to include digital messages</li> </ul>
<b>Y3</b> <a href="#">Super Searcher</a>	<b>Tue, 26 Aug 2025</b> <ul style="list-style-type: none"> <li>• New How to be a 'Super Searcher' homework activity added</li> </ul>
<b>Y4</b> <a href="#">Can you sort it?</a>	<b>Sun, 24 Aug 2025</b> <ul style="list-style-type: none"> <li>• Scenario added to activity sheet to cover disagreements about online activities.</li> </ul>
<b>Y2</b> <a href="#">Let's celebrate our differences</a>	<b>Sat, 23 Aug 2025</b> <ul style="list-style-type: none"> <li>• Wording updated to include more content about online bullying.</li> <li>• New link to story added.</li> <li>• Additional story link added.</li> <li>• Key vocabulary updated.</li> <li>• Links to websites that support children experiencing bullying.</li> </ul>
<b>Y1</b> <a href="#">Sharing pictures</a>	<b>Fri, 22 Aug 2025</b> <ul style="list-style-type: none"> <li>• Learning outcomes added</li> <li>• Wording updated to strengthen the message about how to keep safe when using digital devices (smartphones, tablets, computers etc.) further reinforcing critical thinking skills</li> <li>• Additional reading added</li> </ul>
<b>Y3</b> <a href="#">As a rule</a>	<b>Tue, 19 Aug 2025</b> <ul style="list-style-type: none"> <li>• Wording updated to strengthen the content about age-restriction rules relating to online apps and platforms, plus the reasons for these rules.</li> <li>• New vocabulary explained</li> <li>• Activity sheet updated to include an online scenario</li> <li>• Key vocabulary updated</li> </ul>
<b>Y3</b> <a href="#">Zeb</a>	<b>Tue, 19 Aug 2025</b> <ul style="list-style-type: none"> <li>• Wording - and related activity sheets' wording - updated to strengthen the content that deals with online bullying.</li> <li>• Key vocabulary updated.</li> <li>• Additional links added to sites supporting children being bullied - including online bullying.</li> <li>• Additional teacher guidance links added.</li> </ul>
<b>Y3</b> <a href="#">Relationship tree</a>	<b>Mon, 18 Aug 2025</b> <ul style="list-style-type: none"> <li>• Wording and related activity updated to extend the learning about how online communications can impact relationships and need special care.</li> <li>• Key vocabulary updated to reflect the changes.</li> </ul>
<b>Y3</b> <a href="#">I am fantastic!</a>	<b>Mon, 18 Aug 2025</b> <ul style="list-style-type: none"> <li>• Wording updated to include suggested answers for activity 1</li> <li>• New questions added to 'I am fantastic!' activity sheet</li> <li>• Updates made to Zane's Story to reflect more current TV shows and include references to social media</li> </ul>

Y5	<a href="#">Spending wisely</a>	<b>Mon, 18 Aug 2025</b> <ul style="list-style-type: none"> <li>• Wording and related Activity sheet updated to include awareness-raising of online advertising and influence.</li> <li>• Extension section updated with more structured activities, linking to Fairtrade's web resources.</li> </ul>
Y5	<a href="#">Fact or opinion?</a>	<b>Mon, 18 Aug 2025</b> <ul style="list-style-type: none"> <li>• Content and related Activity sheets updated to include more information about fake news, biased reporting, misinformation and disinformation, and to strengthen children's ability to be critical consumers of information.</li> <li>• Extension activity updated.</li> <li>• Key vocabulary updated.</li> </ul>
Y5	<a href="#">What's the story?</a>	<b>Mon, 18 Aug 2025</b> <ul style="list-style-type: none"> <li>• Preparation task for this lesson updated.</li> <li>• Content updated to include reference to misinformation and disinformation - and to strengthen the designed to help children to be critical consumers of information.</li> <li>• Extension activity added.</li> <li>• Activities updated in line with new content.</li> <li>• Key vocabulary updated.</li> </ul>
Y5	<a href="#">Star qualities?</a>	<b>Mon, 18 Aug 2025</b> <ul style="list-style-type: none"> <li>• Wording updated to include information on influencers, AI, self-esteem and altered images on social media.</li> <li>• Example responses to look for added for Activity 1.</li> <li>• New link for text resources included.</li> <li>• Activity sheet updated.</li> <li>• Subjects and issues tags updated.</li> </ul>
Y5	<a href="#">Is it true?</a>	<b>Fri, 15 Aug 2025</b> <ul style="list-style-type: none"> <li>• Content updated to include information about online safety and strengthen critical thinking skills.</li> <li>• Key vocabulary updated.</li> </ul>
Y5	<a href="#">Play, like, share 1</a>	<b>Fri, 15 Aug 2025</b> <ul style="list-style-type: none"> <li>• Lesson content extensively updated with new film content to bring up-to-date with growing online risks.</li> <li>• The learning outcomes remain the same.</li> <li>• Extension activity updated.</li> <li>• A follow-on lesson entitled 'Play, like, share 2' has been added.</li> </ul>
Y5	<a href="#">Spot bullying</a>	<b>Fri, 15 Aug 2025</b> <ul style="list-style-type: none"> <li>• Wording updated to strengthen the content that addresses online bullying.</li> <li>• New teacher's support/guidance link added.</li> <li>• New story signposted to in the lesson's summary activity.</li> <li>• Key vocabulary updated</li> </ul>
Y5	<a href="#">Decision dilemmas</a>	<b>Fri, 15 Aug 2025</b> <ul style="list-style-type: none"> <li>• Activity sheet updated to include an example of an online risk</li> </ul>
Y4	<a href="#">Harold's expenses</a> (OPTIONAL)	<b>Fri, 15 Aug 2025</b> <ul style="list-style-type: none"> <li>• Activity sheet updated replacing computer with electronic device</li> </ul>
Y2	<a href="#">Playing games</a>	<b>Tue, 12 Aug 2025</b> <ul style="list-style-type: none"> <li>• Learning outcomes added</li> <li>• Wording updated to strengthen the message about how to keep safe when using digital devices (smartphones, tablets, computers etc.) further reinforcing critical thinking skills</li> <li>• Additional reading added</li> </ul>
Y6	<a href="#">Helpful or unhelpful?</a> <a href="#">Managing change</a>	<b>Tue, 12 Aug 2025</b> <ul style="list-style-type: none"> <li>• Reference to phone replaced with new piece of technology to reduce the normalisation of young children having phones</li> </ul>
Y6	<a href="#">Community art</a> (OPTIONAL)	<b>Tue, 12 Aug 2025</b> <ul style="list-style-type: none"> <li>• Additional teacher note added to prompt a discussion with parents and carers of some children.</li> </ul>

<b>Y6</b> <a href="#">Democracy in Britain 2 - How (most) laws are made</a>	<b>Tue, 12 Aug 2025</b> <ul style="list-style-type: none"> <li>Under activity 'Making a law' reference made to Smartphone Free Childhood Movement and a suggested law to propose in line with their recommendations</li> </ul>
<b>Y6</b> <a href="#">Project Pitch (parts 1 &amp; 2) (OPTIONAL)</a>	<b>Tue, 12 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording updated to consider using leaflets rather than children researching online to reduce screentime and environmental impact</li> </ul>
<b>Y6</b> <a href="#">Happy shoppers - caring for the environment</a>	<b>Tue, 12 Aug 2025</b> <ul style="list-style-type: none"> <li>New bullet point added referring to a sustainable label for tech products that considers the broad range of social and environmental factors in every product's lifecycle.</li> </ul>
<b>Y6</b> <a href="#">Assertiveness skills</a>	<b>Tue, 12 Aug 2025</b> <ul style="list-style-type: none"> <li>Reference to phone replaced with skate board to reduce normalisation of young children having smart devices.</li> </ul>
<b>Y6</b> <a href="#">Behave yourself</a>	<b>Tue, 12 Aug 2025</b> <ul style="list-style-type: none"> <li>Language updated to replace active bystander with upstander in line with the Anti-Bullying Alliance guidance (of whom Coram SCARF are members)</li> </ul>
<b>Y5</b> <a href="#">Help! I'm a teenager - get me out of here!</a>	<b>Tue, 12 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording strengthened to reference boys becoming emotional during puberty as well as girls, to support positive masculinity</li> </ul>
<b>Y5</b> <a href="#">Growing up and changing bodies</a>	<b>Tue, 12 Aug 2025</b> <ul style="list-style-type: none"> <li>Content added regarding period trackers and the benefits of a paper calendar with link provided</li> </ul>
<b>Y5</b> <a href="#">Rights, respect and duties</a>	<b>Tue, 12 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording updated to refer to the natural environment as well as the physical environment</li> </ul>
<b>Y5</b> <a href="#">Kind conversations</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Updated to include reference to Technoference</li> </ul>
<b>Y3</b> <a href="#">Secret or surprise?</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording updated to include reference to online safety</li> </ul>
<b>Y4</b> <a href="#">Preparing for changes at puberty</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Content added regarding period trackers and the benefits of a paper calendar with link provided</li> </ul>
<b>Y4</b> <a href="#">Harold's Seven Rs</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Extra content added regarding e-waste and electronic devices</li> </ul>
<b>Y4</b> <a href="#">Safety in numbers</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Language updated to replace active bystander with upstander in line with the Anti-Bullying Alliance guidance (of whom Coram SCARF are members)</li> </ul>
<b>Y4</b> <a href="#">Who helps us stay healthy and safe?</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Updated Activity 1 to include Childline counsellor</li> </ul>
<b>Y4</b> <a href="#">Know the norms. (OPTIONAL)</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording updated</li> </ul>
<b>Y3</b> <a href="#">My changing body</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording updated to provide guidance if children ask questions about sexual intercourse</li> </ul>
<b>Y3</b> <a href="#">Let's have a tidy up! (OPTIONAL)</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording updated to include more discussion on collective responsibility</li> </ul>

Y3	<a href="#">Harold's environment project</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording updated to refer to the energy consumption of electronic devices and the possibility of recycling them</li> </ul>
Y3	<a href="#">My community</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Additional teacher note added to prompt a discussion with parents and carers of some children</li> </ul>
Y3	<a href="#">Family and friends</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Added teaching note about children sharing personal information. Ensure you create and maintain a safe learning environment and let parents/carers know.</li> </ul>
Y2	<a href="#">Respecting privacy</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording updated to include reference to online privacy</li> </ul>
Y2	<a href="#">My body..your body</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording and key vocabulary updated to explicitly include bottom as a private part of the body</li> </ul>
Y2	<a href="#">How can we look after our environment?</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording updated to refer to natural environment as well as physical environment</li> </ul>
Y2	<a href="#">Harold goes camping (OPTIONAL)</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording updated to refer to a screen-free camping trip</li> </ul>
Y2	<a href="#">Feeling safe</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Scenarios updated to include online example</li> </ul>
Y2	<a href="#">Should I tell?</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Additional scenario added to include unsafe secrets online</li> </ul>
Y2	<a href="#">How safe would you feel?</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Scenarios updated to include an online example</li> </ul>
Y2	<a href="#">Harold's picnic</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording updated</li> </ul>
Y2	<a href="#">My special people</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Additional teacher note added to prompt a discussion with parents and carers of some children.</li> </ul>
Y2	<a href="#">Don't do that!</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording updated to include online gaming</li> </ul>
Y1	<a href="#">Surprises and secrets</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Formatting updated</li> </ul>
Y1	<a href="#">How should we look after our money?</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording updated to include information on electronic payments</li> </ul>
Y1	<a href="#">Around and about the school</a>	<b>Mon, 11 Aug 2025</b> <ul style="list-style-type: none"> <li>Wording updated to refer to natural environment as well as physical environment</li> </ul>
Y4	<a href="#">Ok or not ok?(part 2)</a>	<b>Fri, 08 Aug 2025</b> <ul style="list-style-type: none"> <li>Updated website statements</li> <li>Wording updated to include information on dealing with ambiguous messages and assertiveness skills</li> <li>Activity updated to include two new replies</li> <li>IWB resources updated</li> </ul>
Y4	<a href="#">Keeping ourselves safe</a>	<b>Fri, 08 Aug 2025</b> <ul style="list-style-type: none"> <li>Information added about how the brain chemistry changes when a person feels stressed or unsafe.</li> <li>Activity sheet - scenarios updated to include one involving online behaviours.</li> </ul>

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**Y4** [That is such a stereotype!](#)

**Fri, 08 Aug 2025**

- Updated subjects and issues tags
- Content around examples of stereotypes strengthened.
- Activity and related activity sheet updated to match updated lesson content.
- Additional reading updated
- Summing up section updated to include classroom display idea.
- Additional reading book to reinforce lesson content added.

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**Y4** [Picture wise](#)

**Fri, 08 Aug 2025**

- Updated tag for website
- Wording updated to include newer technology, including AI and the specific risks relating to it.
- Key vocabulary updated

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**Y4** [How dare you!](#)

**Fri, 08 Aug 2025**

- Wording - and related Activity sheet - updated to include risks that relate to online behaviours.
- Critical thinking skills included and listed.
- New link to websites providing additional guidance and support for teachers and pupils.
- Key vocabulary updated.

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**Y4** [In the news!](#)

**Mon, 04 Aug 2025**

- Wording updated to introduce issues surrounding online influences (including influencers) and strengthen critical thinking skills.
- Extension activity included.
- Key vocabulary updated

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**Y4** [Raisin challenge \(2\)](#)

**Mon, 04 Aug 2025**

- Wording updated to include online influence, including the role of an 'influencer', to help strengthen critical thinking skills.
- New key vocabulary and key themes explained.
- Bullying terminology updated.
- New vocabulary updated.

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**Y6** [Is this normal?](#)

**Thu, 31 Jul 2025**

Extra ideas added for learners with additional needs

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**Y5** [Changing bodies and feelings](#)

**Thu, 31 Jul 2025**

Extra ideas added for learners with additional needs

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**Approved by:** Debbie Randall **Date:** March 2026

**Last reviewed on:** March 2026

**Next review due by:** March 2027