



Christ Church C of E Primary School

Have Faith...

Whole School Curriculum Map: SCARF (PHSE / RSE)

"Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms."

1 Peter 4: 10

Key Learning Pupils should be taught:	Me and my Relationships						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. 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.</p> <p>2. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>3. 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.</p> <p>4. That families are important for children growing up because they can give love, security and stability</p> <p>5. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>6. 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).</p> <p>7. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>8. 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.</p> <p>9. Practical steps they can take in a range of different contexts to improve or support respectful relationships. .</p> <p>10. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>11. 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.</p>	<p>* Talk about similarities and differences.</p> <p>* Name special people in their lives.</p> <p>* Describe different feelings.</p> <p>* Identify who can help if they are sad, worried or scared.</p> <p>* Identify ways to help others or themselves if they are sad or worried</p>	<p>*Name a variety of different feelings and explain how these might make me behave.</p> <p>*Think of some different ways of dealing with 'not so good' feelings</p> <p>*Give a range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this.</p> <p>*Know when I need help and who to go to for help.</p> <p>*Know a range of classroom rules and explain why we have them.</p>	<p>*Know ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>*Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules.</p> <p>*Describe some classroom rules we have made together</p> <p>*Give ideas about what makes a good friend and describe how I try to be a good friend.</p> <p>*Express my feelings in a safe, controlled way.</p>	<p>*Accept the views of others and understand that we don't always agree with each other.</p> <p>*Recognise ways of helping others to resolve arguments or disputes.</p> <p>*Give ideas about how to be a good friend how to make up with a friend if we've fallen out.</p>	<p>*Describe how I can tell a person is feeling worried just by their body language.</p> <p>*Explain the difference between teasing and bullying.</p> <p>*Describe what to do if someone was upsetting me or if I was being bullied.</p> <p>*Give an example of how to say 'no' to someone, without being aggressive (mean or unkind).</p> <p>*Explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>*Give examples of our emotional needs and explain why they are important.</p> <p>*Give examples of how to be a good friend and explain why these qualities are important.</p> <p>*Give examples of these qualities in action and the difference they make.</p> <p>*Give examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p> <p>*Explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).</p>	<p>*Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>*Know the difference between an active and passive bystander and give examples of how these two different behaviours have an impact on a situation where someone is being bullied</p> <p>*Explain what is meant by compromise.</p> <p>*Give examples of negotiation and compromise.</p> <p>*Explain how to help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills.</p> <p>*Explain what appropriate touch is and give examples.</p> <p>*Explain what inappropriate touch is and give example.</p> <p>*Know types of touch that are against the law and suggest ways of getting help if someone experiences inappropriate or illegal touch.</p>

In yourself... In others... In God.

"For nothing will be impossible with God" Luke 1:37



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1 Peter 4: 10

<p>Vocabulary</p>	<p>special practice effort same different family feelings favourite help friends happy special people sad emojis kind helpful</p>	<p>rules feelings hurt family friendship listening safe body language behaviour help special people making up responsibility emotions work together safe heal support</p>	<p>happy rules feelings bullying friendly feelings safe showing feelings teasing repeated friendship caring help repeated don't do that friendly regular</p>	<p>rules responsibility cooperate friendship conflict dare continuum strategies safety care collaborate falling out point of view persuade opinions loss making up respectful calm feelings compromise courteous apologise challenging listen making up</p>	<p>Feelings Positive Healthy relationships friendly collaborate facial expressions unkind physical effects respect rude collaboration body language tease sad responsibilities aggressive collaborative bully unhappy qualities consequences teamwork pressure devastated excluded face-to-face independent miserable assertive assertive distressed aggressive compromise lonely negotiate respectful alone ignored isolated abandoned apologetic regretful remorseful rueful repentant aching sore excrutiating agonising painful happy delighted ecstatic joyful calm</p>	<p>collaborate negotiation insensitive unhealthy relationship assertive emotions non-verbal compromise sensitive verbal abuse passive emotional needs body language conflict physical abuse aggressive tone of voice resolution sexual abuse face-to-face uncomfortable touching unsafe</p>	<p>Collaboration Negotiation balanced friendship assertive assertiveness sensitive marriage appropriate privacy settings teamwork compromise respectful peer pressure resolution thoughtful civil partnership inappropriate identity theft assertive response forced marriage illegal secure</p>
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Key Learning Pupils should be taught:	Valuing Difference						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>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.</p> <p>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.</p> <p>4. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>5. 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.</p> <p>6. The conventions of courtesy and manners.</p> <p>7. The importance of self-respect and how this links to their own happiness</p> <p>8. 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.</p> <p>9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>10. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>11. 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.</p>	<p>Be sensitive towards others and celebrate what makes each person unique.</p> <p>Recognise that we can have things in common with others.</p> <p>Use speaking and listening skills to learn about the lives of their peers.</p> <p>Know the importance of showing care and kindness towards others.</p> <p>Demonstrate skills in building friendships and cooperation.</p>	<p>*Describe ways in which people are similar as well as different.</p> <p>*Explain why things sometimes seem unfair, even if they are not.</p>	<p>*Explain how I could help myself if I was being left out.</p> <p>*Recognise if someone else is being left out, and I can say some ways I could help them</p> <p>*Give examples of good listening skills and explain why listening skills help us to understand a different point of view.</p>	<p>*Give examples of different types of families.</p> <p>*Give examples of different community groups and what is good about having different groups.</p> <p>*Explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc.).</p> <p>*Explain ways that prejudice can be safely challenged. Understand what tolerance and respect mean and how they can help everyone.</p> <p>*Give examples where respect and tolerance have helped to make our classroom a happier, safer place.</p>	<p>*Describe ways that people are different besides how they look, including religious or cultural differences.</p> <p>*Recognise that people are labelled (stereotyped) and that these labels are often wrong</p> <p>*Explain why it's important to challenge stereotypes that might be applied to me or others.</p> <p>*Explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for us to challenge this.</p>	<p>*Give examples of how having different groups of people is something to celebrate.</p> <p>*Give examples of different faiths and cultures and positive things about having these differences.</p> <p>*Describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.)</p> <p>*Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>*Give examples of prejudice-based bullying</p> <p>*Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>*Describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>*Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>*Give some different examples of what bystanders might do and how their behaviour affects a bullying situation.</p> <p>*Give examples of when it might be safe or unsafe to be an active bystander.</p>

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<p>Vocabulary</p>	<p>special same new friend likes different kindness friendship dislikes kind family home favourite unkind</p>	<p>same unkind rules special people different unkindness safe qualities unfair difference tease fair feelings kind respect teasing unkind bully bullying behaviour</p>	<p>unique special people feelings kind listening respect behaviour help cooperate kindness being listened to calm unkind listen aggressive feelings problem solve</p>	<p>Family Community Respect Similarities prejudice adoption belonging cooperation differences disability fostering listening skills identity name calling gender same-sex couple politeness respect bullying race blended family courtesy colour manners sexuality</p>	<p>Negotiation body space sharing aggressive similarities stereotype compromise invade acquaintances apologise differences respect</p>	<p>Friendship listening skills excluded metaphor sex embarrassed talking respect discrimination diverse sexual orientation reactions listening prejudice multicultural society gender identify consequences gender expression</p>	<p>Witness unique point of view relationships stereotype bystander diversity cultural norms identity friend gender stereotype unique biological sex respect prejudice acquaintance media influence positive feedback sexual orientation disrespect respect assumption confidence gender identity body language self-esteem gender expression empathy tolerance stereotype</p>
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Keeping Myself Safe							
Key Learning Pupils should be taught:	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p> <p>2. That for most people the internet is an integral part of life and has many benefits.</p> <p>3. 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.</p> <p>4. 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.</p> <p>5. Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>6. 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.</p> <p>7. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>8. The risks associated with an inactive lifestyle (including obesity).</p> <p>9. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>10. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>11. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>12. Where to get advice e.g. family, school and/or other sources.</p> <p>13. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>14. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>15. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>16. 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.</p> <p>17. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>18. How information and data is shared and used online</p> <p>19. 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>	<p>* Talk about how to keep their bodies healthy and safe.</p> <p>* Name ways to stay safe around medicines.</p> <p>* Know how to stay safe in their home, classroom and outside.</p> <p>* Know age-appropriate ways to stay safe online.</p> <p>* Name adults in their lives and those in their community who keep them safe.</p>	<p>*Describe different feelings that I have and how my body behaves when I have them.</p> <p>*Understand what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</p> <p>*Give examples of how I keep myself healthy.</p> <p>*Explain when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p>	<p>*Give examples of safe and unsafe secrets and describe of safe people who can help if something feels wrong.</p> <p>*Give examples of the touches I like and those I don't like.</p> <p>*Give examples of touches that are ok or not ok (even if they haven't happened to me) and identify a safe person to tell if I felt 'not OK' about something.</p> <p>*Explain what medicines are for.</p> <p>*Explain that they can be helpful or harmful, and give examples of how they can be used safely.</p>	<p>*Give examples of risky situations.</p> <p>*Explain how to make a situation less risky or not risky at all.</p> <p>*Understand the risks of cigarettes and alcohol.</p> <p>*Understand why medicines can be helpful or harmful.</p> <p>*Explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks.</p> <p>*Understand about keeping personal details safe online and why this is important.</p> <p>*Explain why information online might not always be true</p>	<p>*Give examples of risky situations and what can make them less risky.</p> <p>*Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities)</p> <p>*Understand that people have choices about whether they take risks.</p> <p>*Recognise the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>*Understand the term 'influence' and be aware that things around me (friends, people in the media etc.) could influence my behaviour and decisions.</p> <p>*Give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>	<p>*Give examples of risky situations that happen online (e.g. on a phone) and what I can do to make them less risky.</p> <p>*Give examples of things that might influence a person to take risks online and understand that I have a choice.</p> <p>*Give examples of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge). Know the percentage of people aged 11-15 years old that smoke in the UK (3%) and give reasons why some people think it's a lot more than this.</p> <p>*Understand how knowing the real norms about smoking can influence people to choose not to smoke and reflect on how this might be the case for other drugs, including alcohol and illegal drugs.</p>	<p>*Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>*Give an example of how I have been able to get one (or more) of my emotional needs met.</p> <p>*Explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>*Give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made.</p> <p>*Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p> <p>*Explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol).</p>

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<p>Vocabulary</p>	<p>keep clean sleep safe keep safe water unsafe worried food detective tummy feelings tell fresh air uncomfortable adult cuddle trust medicine address chemist doctor grown up</p>	<p>Energy sleep feelings medicine private food rest worried emotions safe trust water grow nervous loss harmful privates air tired scared lost responsibility oxygen support exercise unsafe sleep healthy dairy fruit vegetables sugar salt cereal meat</p>	<p>sleep safe touch surprise genitals medicines unsafe feelings hurt secret penis safety feelings uncomfortable uncomfortable safe vulva worried getting help unsafe private tell private parts consent permission secret uncomfortable unsafe someone you trust</p>	<p>Trust Danger (dangerous) internet safety decisions medicines safe risk (risky) safer drugs browsing private risks drugs unsafe feelings cigarettes phishing public harmful strategies nicotine search engine profile helpful consequence alcohol fake news personal information instructions</p>	<p>Danger Privacy dare medicine choices persevere influence dangerous privacy settings assertive drug social norm consequences risk security risky hazard hazardous</p>	<p>habit pros bullying dare assessing risk personal information drugs norms risk taking addiction cons cyberbullying pressure privacy settings cigarettes perception assertive weigh up risk resist pressure influence alcohol risk taking</p>	<p>social media privacy right to privacy habit drug drug laws alcohol physical need independence parental consent personal information sharing online addiction legal age restrictions short-term effects emotional needs responsibility trolling online safety permission emotional needs illegal possess long-term effects conflicting emotions illegal medical supply risks sharing sexual images non-medical produce norms penalties</p>
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Key Learning Pupils should be taught:	Rights and Responsibilities						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. 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.</p> <p>2. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 3. Where and how to report concerns and get support with issues online.</p> <p>3. That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>4. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>5. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>6. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>7. 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.</p>	<p>Understand that they can make a difference.</p> <p>Identify how they can care for their home, school and special people.</p> <p>Talk about how they can make an impact on the natural world.</p> <p>Talk about similarities and differences between themselves.</p> <p>Demonstrate building relationships with friends.</p>	<p>*Give examples of how I look after myself and my environment - at school or at home.</p> <p>*Describe some ways that we look after money.</p>	<p>*Give examples of things that help me to be settled and calm in the classroom.</p> <p>*Give examples of when I've used some of these ideas to help me when I am not settled.</p>	<p>*Give an example of a fact and of an opinion.</p> <p>*Describe ways of checking whether something is a fact or just an opinion.</p> <p>*Explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked.</p> <p>*Explain how as I get older I start to take more responsibility for keeping myself safe and give an example of this.</p> <p>*Understand how to help the people who help me, and give examples.</p>	<p>*Understand that I can make a difference in relation to different things such as the environment, looking after people (including friends) and give an example of one of these.</p> <p>*Explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p> <p>*Explain that things I see on TV, in newspapers or their websites might not give all the facts or might be biased (give one set of views, not them all).</p> <p>*Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things</p> <p>*Explain how money is a limited resource and we have choices and decisions to make about how to spend it, give examples of these decisions and how they might relate to me.</p>	<p>*Give examples of some of the rights and related responsibilities I have as I grow older, at home and school.</p> <p>*Explain some of the wider rights and responsibilities that we have, such as to the community or the environment.</p> <p>*Give examples of things that I am responsible for to keep myself healthy.</p> <p>*Explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers.</p> <p>*Explain that local councils spend money on services where I live and give examples of one of these services.</p> <p>*Understand that local councils have to make decisions about how money is spent on things we need in the community.</p>	<p>*Explain how people's social media profiles often give a biased view of them</p> <p>*Explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.</p> <p>*Give examples of some of the ways a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.</p> <p>*Give examples of things that have an impact on the environment and explain how groups of people in the community help to do this.</p> <p>*Explain that what 'environmentally sustainable' living means and give examples of how we can live in a more 'sustainable' way.</p> <p>*Give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this.</p> <p>*Describe different ways of saving money and understand the advantages and disadvantages of different ways of saving money</p>
Vocabulary	family friends working together environment money look after responsibility litter	Hygiene Environment needs money first aid routine responsible cost	Responsibility feelings safe environment money help control unsafe	Volunteer helper fact environment income earning wellbeing responsible	being responsible safe rules influence anti-social behaviour environment income income tax	responsibility fact rights voluntary group costs borrow public services opinion	social media saving tax voluntary group campaign bid environmentally sustainable democracy proposal

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	shop save help each other helpful electricity buy safe place be alone caring pollution cost recycling pay	bank risk clean responsibility bills coin accident rules spending note danger afford worth hazard saving kettle safe burn scald accident emergency	spending share erupt uniform saving take turns ask for help listen	opinion waste saving income safe spending healthy	reliable healthy democracy opinion witness conservation expenditure national insurance trustworthy respectful essential VAT laws courteous deductions rights public services responsibility United Nations	community group wages loan council biased duties pressure (action) group salaries credit vote unbiased rent debit elections Fair Trade interest councillors	profile bank (building society) account income tax (PAYE) community group mission statement composting election debate image Junior ISA VAT pressure (action) group pitch recycling manifesto amendments online safety interest public services grant energy candidate penalties sharing debit card values beneficiary materials voting enforcement cash beneficiary waste policies majority value transport voting booth Shop local ballot slip House of Lords food miles ballot box Royal Assent Fair Trade constituencies reuse House of Commons MP
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Being My Best							
Key Learning Pupils should be taught:	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>2. The principles of planning and preparing a range of healthy meals.</p> <p>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).</p> <p>4. The characteristics and mental and physical benefits of an active lifestyle.</p> <p>5. How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>6. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>7. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>8. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>9. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>10. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>11. The facts and science relating to allergies, immunisation and vaccination.</p> <p>12. 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.</p>	<p>Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p>	<p>*Recognise what I can do if I find something difficult</p> <p>*Know why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p>	<p>*Describe things that I can do to help keep me healthy.</p> <p>*Name different parts of my body that are <i>inside</i> me and help to turn food into energy.</p> <p>*Know what I need to get energy</p> <p>*Explain how setting a goal will help me to achieve what I want to be able to do.</p>	<p>*Explain what 'responsibility' means and give examples of things that relating to my health that I can take responsibility for.</p> <p>*Recognise a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p> <p>*Describe aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.</p>	<p>*Give examples of different things that I do already that help to me keep healthy.</p> <p>*Explain the benefits of looking after myself both now and in the future.</p> <p>*Give examples of some of the things that I do already to help look after my environment.</p> <p>*Explain the benefits of looking after my environment both now and in the future, and for future generations.</p>	<p>*Give an example of when I have had increased independence and how that has also helped me to show responsibility.</p> <p>*Explain that the images for celebrities I see of people on TV, online doesn't always give a true picture of what they are really like (in looks and personality).</p> <p>*Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>*Describe how I can overcome problems and challenges on the way to achieving my goals.</p> <p>*Give examples of ways that I've overcome challenges and barriers to achieving my goals.</p> <p>*Understand that risks can be physical or emotional.</p> <p>*Give examples of an emotional risk and a physical risk.</p> <p>*Describe the things I (and others) can do to reduce or remove risk in different situations.</p>
Vocabulary	bounce back try food routine encourage energy exercise heart calm try again grow muscles sleep healthy wash fruit	Starchy healthy germs learning praise behaviour dairy fruit disease practice support consequences protein vegetables hygiene make mistakes	practice encourage goal achieve challenge choose choices healthy unhealthy vaccination injection disease hygiene germs teeth dental	balanced diet proteins muscles dairy teeth bones starchy carbohydrates energy fruit & veg healthy infection cleanliness hygiene rest sleep water	individual unique choices balanced diet wellbeing mental health refuse reduce re-use rot recycle repair re-think community first aid injury	healthy choices organs body systems perseverance commitment resilience determination patience interpersonal skills community school community independence responsibility personal qualities celebrities	wellbeing connect be active take notice (mindful) keep learning (get creative) give aspirations goal setting perseverance health wellbeing accurate reliable sources assessing risk weigh up

In yourself... In others... In God.

"For nothing will be impossible with God" Luke 1:37



Christ Church C of E Primary School

Have Faith...

Whole School Curriculum Map: SCARF (PHSE / RSE)

"Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms."

1 Peter 4: 10

	vegetable energy dairy grow	feedback special person fruit dairy spread confidence encourage promise vegetables meat achievement feelings vitamins sugar portion salt cereal	hygiene oxygen water food exercise rest brain heart lungs stomach small intestine large intestine food water	medicine drug dose safety instructions debate discussion continuum courteous respectful justify goals ambitions improve achieve collaboration cooperation teamwork goal-setting talents skills intelligence	minor accident emergency blood nose bleed choking breathing airway unresponsive casualty burn scald wound recovery		dilemma assessing risk weigh up choices influence Red Cross first aid emergency 999 ambulance operator information serious adult scenario script role feelings panic calm responsive unresponsive
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Growing and Changing							
Key Learning Pupils should be taught:	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>2. About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>3. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	<p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Understand that babies are made by a man and a woman.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>	<p>*Identify an adult I can talk to at both home and school if I need help.</p> <p>*Describe things I can do now that I couldn't do when I was a baby and a toddler</p> <p>*Describe things that I can do now that I couldn't do last year and some things that I am still learning to do.</p> <p>*Name some body parts which are inside my body and some which are outside.</p> <p>*Know what some of my body parts do.</p>	<p>*Describe things that help us grow (e.g. food, rest and sleep, care).</p> <p>*Explain who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p> <p>*Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>*Give examples of how to give support to someone.</p> <p>*Give examples of how to give feedback to someone.</p>	<p>*Describe what makes a positive relationship and things that make a negative relationship.</p> <p>*Know what is needed to make a new human being (egg and sperm) and who produces these.</p> <p>*Know what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p> <p>*Understand what 'body space' is and when it might be OK to go into someone's body space and when they can go into mine.</p> <p>*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.</p> <p>*Identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.</p>	<p>*Label some parts of the body that both boys and girls have.</p> <p>*Label some parts of the body that only boys have and only girls have.</p> <p>*Describe how some parts of the body change during puberty.</p> <p>*Name some of the difficult feelings someone might have as they go through puberty.</p> <p>*Explain some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>*Know who can get married and how old they have to be and I explain why people get married.</p>	<p>*Explain what resilience is and how it can be developed.</p> <p>*Recognise good and not so good feelings that people have, and how having resilience can help</p> <p>*Describe how I can develop my confidence/resilience.</p> <p>*Recognise different ways in which we can experience change (puberty, moving, family breakup or bereavement).</p> <p>*Describe that I can prepare for changes (e.g. to get the facts, talk to someone). I can suggest ways to cope with strong emotions in response to change</p> <p>*Recognise the ways my body responds when I may need help.</p> <p>*Identify when I need help and can the trusted adults in my life who can help me.</p> <p>*Recognise when others may need to get help and know how to advise them to talk to a trusted adult.</p>	<p>*Give an example of a secret that can be kept private (confidential).</p> <p>*Give an example of a secret that should be shared with a trusted adult.</p> <p>*Offer advice about whether a secret should be kept or shared, and who it should be shared with.</p> <p>*Explain what the word 'puberty' means and give some examples of some of the physical changes associated with it.</p> <p>*Describe some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>*Suggest ways in which a person can feel better about their body changing and see it in a positive way.</p> <p>*Give examples of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good.</p> <p>*Give examples of other ways in which the way a person feels about themselves can be affected (e.g. Images of celebrities).</p> <p>*Give examples of things that I can do or say to myself that can help me feel good about myself.</p>
Vocabulary	seasons spring summer autumn winter cycle growing life cycles baby child teenager	organ heart lungs intestines brain stomach oxygen digested caring love attention	help support supportive change loss feelings emotions frightened nervous growing food	relationships positive healthy trust caring personal space body space invade uncomfortable stop respect	learning line practice compromise hormones pubic hair eggs sperm penis testicles breasts ovaries	wellbeing resilience trust resilience unwanted attention unwanted touch separation fostered pubic hair clitoris vulva	change support conversation discuss body image self esteem manipulation media manipulation stereotype gender stereotype peer pressure

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adult old age family baby love care child teenager adult grow private parts penis vulva	change growing unkind unkindness tease teasing bully bullying witness experience getting help surprise secret uncomfortable privates private penis vulva hygiene	rest sleep care learning unique special penis testicles vulva nipples genitals penis vulva private privacy consent permission first aid risk accident danger hazard kettle safe burn scald accident emergency	touch secret surprise feelings uncomfortable angry upset jealous worried excited scared talk egg sperm puberty period ovary fallopian tube uterus (womb) lining vagina sanitary pad tampon menstruation cup	womb vagina vulva clitoris labia puberty menstrual cycle eggs periods menstruation sanitary pads tampons menstruation cup secret surprise uncomfortable feelings marriage live together civil partnership forced marriage	vaginal opening urinary opening lips (labia) penis scrotum testicles foreskin anus wet dream erection stretch marks crush puberty genitalia semen menstruation period sanitary towel tampon menstruation cup sanitary protection reactions consequences embarrassed hormones compromise respect mood swings in confidence break a confidence confidential prejudice biological sex sexual orientation gender identity gender expression verbal abuse physical abuse	right to privacy sharing online online safety puberty physical changes emotional changes rights FGM in confidence break a confidence confidential egg ovaries sperm testicles puberty vagina penis orgasm embryo womb sexual intercourse consensual condom surrogacy adoption IVF age of consent HIV infection immune system virus transmission sharing needles sexual contact condom prejudice
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