



Relationships Education Coverage Overview



Statutory Requirement	SCARF lesson that supports the teaching and learning of this
<p>Families and people who care for me</p> <p>1. That families are important for children growing up because they can give love, security and stability.</p>	<p>Y3 Family and friends</p> <p>Y4 Friend or acquaintance?</p> <p>Y4 My feelings are all over the place!</p> <p>Y6 Advertising friendships!</p> <p>Y6 Joe's story (part 2)</p> <p>Y6 What's the risk? (2)</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>Y3 Family and friends</p> <p>Y3 Looking after our special people</p> <p>Y4 My feelings are all over the place!</p> <p>Y4 Friend or acquaintance?</p> <p>Y5 Help! I'm a teenager - get me out of here!</p> <p>Y6 Dan's day</p> <p>Y6 Helpful or unhelpful? Managing change</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>Y3 Family and friends</p> <p>Y3 Let's celebrate our differences</p> <p>Y4 What would I do?</p> <p>Y4 My feelings are all over the place!</p> <p>Y4 The people we share our world with</p> <p>Y4 Together</p> <p>Y5 The land of the Red People</p> <p>Y6 Making babies</p> <p>Y6 Don't force me</p>
<p>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.</p>	<p>Y3 Family and friends</p> <p>Y4 Together</p>

	<p>Y5 Help! I'm a teenager - get me out of here!</p> <p>Y6 Don't force me</p> <p>Y6 Making babies</p> <p>Y6 Advertising friendships!</p>
<p>5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	<p>Y4 Together</p> <p>Y6 Don't force me</p>
<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>	<p>Y5 Growing up and changing bodies</p> <p>Y6 Don't force me</p> <p>Y6 Helpful or unhelpful? Managing change</p>
<p>Caring Friendships</p>	
<p>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>Y3 Looking after our special people</p> <p>Y3 Friends are special</p> <p>Y3 Relationship Tree</p> <p>Y4 Together</p> <p>Y4 Can you sort it?</p> <p>Y4 Friend or acquaintance?</p> <p>Y5 Qualities of friendship</p> <p>Y5 It could happen to anyone</p> <p>Y5 How good a friend are you?</p> <p>Y6 Dan's day</p> <p>Y6 Advertising friendships!</p> <p>Y6 Joe's story (part 2)</p>
<p>2. 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>Y3 Looking after our special people</p> <p>Y3 Relationship Tree</p> <p>Y3 Friends are special</p> <p>Y4 An email from Harold!</p> <p>Y4 Making choices</p>

- Y4 [Friend or acquaintance?](#)
- Y4 [Ok or not ok? \(part 2\)](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y4 [Can you sort it?](#)
- Y5 [It could happen to anyone](#)
- Y5 [Qualities of friendship](#)
- Y5 [How good a friend are you?](#)
- Y5 [Give and take](#)
- Y5 [Being assertive](#)
- Y5 [Relationship cake recipe](#)
- Y6 [Dan's day](#)
- Y6 [Solve the friendship problem](#)
- Y6 [Advertising friendships!](#)
- Y6 [OK to be different](#)
- Y6 [What's the risk? \(1\)](#)
- Y6 [Joe's story \(part 1\)](#)

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

- Y3 [How can we solve this problem?](#)
- Y4 [An email from Harold!](#)
- Y4 [Can you sort it?](#)
- Y4 [Keeping ourselves safe](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y5 [Qualities of friendship](#)
- Y5 [It could happen to anyone](#)
- Y5 [The land of the Red People](#)
- Y5 [Relationship cake recipe](#)
- Y5 [Being assertive](#)
- Y5 [Give and take](#)
- Y5 [How good a friend are you?](#)

	<p>Y6 Solve the friendship problem</p> <p>Y6 Dan's day</p> <p>Y6 Joe's story (part 1)</p> <p>Y6 What's the risk? (1)</p> <p>Y6 Advertising friendships!</p> <p>Y6 Joe's story (part 2)</p>
<p>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.</p>	<p>Y3 How can we solve this problem?</p> <p>Y3 Friends are special</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 What would I do?</p> <p>Y4 Can you sort it?</p> <p>Y5 Qualities of friendship</p> <p>Y5 How good a friend are you?</p> <p>Y5 Relationship cake recipe</p> <p>Y6 Solve the friendship problem</p> <p>Y6 Joe's story (part 2)</p> <p>Y6 Advertising friendships!</p>
<p>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.</p>	<p>Y3 Relationship Tree</p> <p>Y4 How dare you!</p> <p>Y4 My feelings are all over the place!</p> <p>Y4 Can you sort it?</p> <p>Y4 What would I do?</p> <p>Y4 Keeping ourselves safe</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Islands</p> <p>Y5 Qualities of friendship</p>

	<p>Y5 It could happen to anyone</p> <p>Y5 Relationship cake recipe</p> <p>Y5 Being assertive</p> <p>Y5 Ella's diary dilemma</p> <p>Y6 Solve the friendship problem</p> <p>Y6 Advertising friendships!</p> <p>Y6 What's the risk? (1)</p> <p>Y6 Joe's story (part 1)</p> <p>Y6 Assertiveness skills (formerly Behave yourself - 2)</p>
<p>Respectful Relationships</p>	
<p>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</p>	<p>Y3 Respect and challenge</p> <p>Y3 Zeb</p> <p>Y3 How can we solve this problem?</p> <p>Y3 Let's celebrate our differences</p> <p>Y3 Our friends and neighbours</p> <p>Y3 For or against?</p> <p>Y3 Thunks</p> <p>Y4 The people we share our world with</p> <p>Y4 Making choices</p> <p>Y4 Under pressure</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 Friend or acquaintance?</p> <p>Y4 What would I do?</p> <p>Y4 Can you sort it?</p> <p>Y4 What makes me ME!</p> <p>Y5 Qualities of friendship</p> <p>Y5 Stop, start, stereotypes</p>

- Y5 [The land of the Red People](#)
- Y5 [Help! I'm a teenager - get me out of here!](#)
- Y5 [Is it true?](#)
- Y5 [Kind conversations](#)
- Y5 [Spot bullying](#)
- Y5 [Happy being me](#)
- Y5 [Being assertive](#)
- Y6 [Is this normal?](#)
- Y6 [Don't force me](#)
- Y6 [We have more in common than not](#)
- Y6 [Tolerance and respect for others](#)
- Y6 [Joe's story \(part 1\)](#)
- Y6 [I look great!](#)
- Y6 [Media manipulation](#)
- Y6 [What's the risk? \(1\)](#)
- Y6 [Behave yourself](#)
- 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.

- Y3 [Thunks](#)
- Y3 [For or against?](#)
- Y3 [Our friends and neighbours](#)
- Y3 [Let's celebrate our differences](#)
- 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?](#)

	<p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Human machines</p> <p>Y5 Qualities of friendship</p> <p>Y5 Is it true?</p> <p>Y5 Help! I'm a teenager - get me out of here!</p> <p>Y5 The land of the Red People</p> <p>Y5 Happy being me</p> <p>Y5 Kind conversations</p> <p>Y5 Ella's diary dilemma</p> <p>Y6 Boys will be boys? - challenging gender stereotypes</p> <p>Y6 Respecting differences</p> <p>Y6 Behave yourself</p> <p>Y6 I look great!</p> <p>Y6 Tolerance and respect for others</p> <p>Y6 Assertiveness skills (formerly Behave yourself - 2)</p>
<p>3. The conventions of courtesy and manners.</p>	<p>Y3 Respect and challenge</p> <p>Y3 For or against?</p> <p>Y3 Thunks</p> <p>Y4 What would I do?</p> <p>Y4 In the news!</p> <p>Y5 Qualities of friendship</p> <p>Y5 Happy being me</p> <p>Y5 Relationship cake recipe</p> <p>Y5 Help! I'm a teenager - get me out of here!</p> <p>Y6 Respecting differences</p>
<p>4. The importance of self-respect and how this links to their own happiness.</p>	<p>Y4 How dare you!</p> <p>Y4 Keeping ourselves safe</p>

	<p>Y4 What makes me ME!</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y5 Qualities of friendship</p> <p>Y5 Help! I'm a teenager - get me out of here!</p> <p>Y5 The land of the Red People</p> <p>Y5 Relationship cake recipe</p> <p>Y5 Happy being me</p> <p>Y5 Ella's diary dilemma</p> <p>Y5 Kind conversations</p> <p>Y6 I look great!</p> <p>Y6 Media manipulation</p> <p>Y6 Joe's story (part 1)</p> <p>Y6 Behave yourself</p> <p>Y6 What's the risk? (1)</p> <p>Y6 Assertiveness skills (formerly Behave yourself - 2)</p>
<p>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.</p>	<p>Y3 Zeb</p> <p>Y4 Safety in numbers</p> <p>Y4 The people we share our world with</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Can you sort it?</p> <p>Y4 What would I do?</p> <p>Y5 Qualities of friendship</p> <p>Y5 Taking notice of our feelings</p> <p>Y5 Kind conversations</p> <p>Y5 Ella's diary dilemma</p> <p>Y5 Happy being me</p> <p>Y5 Relationship cake recipe</p>

	<p>Y5 The land of the Red People</p> <p>Y6 Assertiveness skills (formerly Behave yourself - 2)</p> <p>Y6 Joe's story (part 2)</p> <p>Y6 Don't force me</p> <p>Y6 Tolerance and respect for others</p> <p>Y6 We have more in common than not</p> <p>Y6 Acting appropriately</p> <p>Y6 Behave yourself</p> <p>Y6 Respecting differences</p>
<p>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.</p>	<p>Y3 Zeb</p> <p>Y3 Let's celebrate our differences</p> <p>Y4 Safety in numbers</p> <p>Y4 How dare you!</p> <p>Y4 Under pressure</p> <p>Y4 What would I do?</p> <p>Y4 Keeping ourselves safe</p> <p>Y5 Is it true?</p> <p>Y5 Stop, start, stereotypes</p> <p>Y5 Happy being me</p> <p>Y6 OK to be different</p> <p>Y6 Boys will be boys? - challenging gender stereotypes</p> <p>Y6 Behave yourself</p> <p>Y6 What's the risk? (1)</p> <p>Y6 Acting appropriately</p> <p>Y6 We have more in common than not</p>
<p>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>Y3 Zeb</p> <p>Y3 Family and friends</p>

	<p>Y4 That is such a stereotype!</p> <p>Y5 Happy being me</p> <p>Y5 Stop, start, stereotypes</p> <p>Y5 Is it true?</p> <p>Y6 Two sides to every story</p> <p>Y6 Media manipulation</p> <p>Y6 Boys will be boys? - challenging gender stereotypes</p>
<p>8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>Y3 None of your business!</p> <p>Y4 Islands</p> <p>Y4 Secret or surprise?</p> <p>Y5 Growing up and changing bodies</p> <p>Y5 Ella's diary dilemma</p> <p>Y6 It's a puzzle</p> <p>Y6 Think before you click!</p> <p>Y6 Don't force me</p> <p>Y6 Assertiveness skills (formerly Behave yourself - 2)</p> <p>Y6 Fakebook friends</p>
<p>Online Relationships</p>	
<p>1. That people sometimes behave differently online, including by pretending to be someone they are not.</p>	<p>Y3 None of your business!</p> <p>Y3 I am fantastic!</p> <p>Y5 Spot bullying</p> <p>Y5 Play, like, share</p> <p>Y6 Fakebook friends</p> <p>Y6 Pressure online</p> <p>Y6 Media manipulation</p>
<p>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.</p>	<p>Y3 Let's celebrate our differences</p> <p>Y3 None of your business!</p>

	<p>Y3 Zeb</p> <p>Y3 Relationship Tree</p> <p>Y4 How do we make a difference?</p> <p>Y5 Play, like, share</p> <p>Y5 Communication</p> <p>Y5 Spot bullying</p> <p>Y5 Is it true?</p> <p>Y6 It's a puzzle</p> <p>Y6 Think before you click!</p>
<p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<p>Y3 None of your business!</p> <p>Y3 Super Searcher</p> <p>Y4 Picture Wise</p> <p>Y5 Is it true?</p> <p>Y5 Spot bullying</p> <p>Y5 Communication</p> <p>Y5 Play, like, share</p> <p>Y6 It's a puzzle</p> <p>Y6 Think before you click!</p> <p>Y6 Traffic lights</p> <p>Y6 Pressure online</p> <p>Y6 To share or not to share?</p> <p>Y6 What's the risk? (2)</p>
<p>4. 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>Y3 Super Searcher</p> <p>Y3 Recount task</p> <p>Y3 None of your business!</p> <p>Y5 Fact or opinion?</p> <p>Y5 Is it true?</p> <p>Y5 Play, like, share</p>

	<p>Y6 It's a puzzle</p> <p>Y6 Think before you click!</p> <p>Y6 Pressure online</p>
<p>5. How information and data is shared and used online.</p>	<p>Y3 None of your business!</p> <p>Y3 Super Searcher</p> <p>Y4 Picture Wise</p> <p>Y4 In the news!</p> <p>Y4 That is such a stereotype!</p> <p>Y4 Raisin challenge (2)</p> <p>Y5 Is it true?</p> <p>Y5 Play, like, share</p> <p>Y5 Spot bullying</p> <p>Y6 It's a puzzle</p> <p>Y6 Pressure online</p> <p>Y6 To share or not to share?</p> <p>Y6 Traffic lights</p>
<p>Being Safe</p>	
<p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<p>Y3 Safe or unsafe?</p> <p>Y3 None of your business!</p> <p>Y3 Raisin challenge (1)</p> <p>Y3 Dan's dare</p> <p>Y4 Raisin challenge (2)</p> <p>Y4 How dare you!</p> <p>Y4 Islands</p> <p>Y4 Secret or surprise?</p> <p>Y5 Taking notice of our feelings</p> <p>Y5 Is it true?</p> <p>Y5 Ella's diary dilemma</p>

	<p>Y5 Play, like, share</p> <p>Y5 Would you risk it?</p> <p>Y6 It's a puzzle</p> <p>Y6 Think before you click!</p> <p>Y6 What's the risk? (1)</p> <p>Y6 To share or not to share?</p> <p>Y6 Pressure online</p> <p>Y6 Acting appropriately</p> <p>Y6 What's the risk? (2)</p>
<p>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.</p>	<p>Y3 Secret or surprise?</p> <p>Y4 Secret or surprise?</p> <p>Y5 Growing up and changing bodies</p> <p>Y5 Ella's diary dilemma</p> <p>Y5 Dear Ash</p> <p>Y6 Dear Ash</p> <p>Y6 It's a puzzle</p> <p>Y6 What's the risk? (2)</p> <p>Y6 Acting appropriately</p> <p>Y6 To share or not to share?</p>
<p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>Y3 Body space</p> <p>Y4 Secret or surprise?</p> <p>Y4 Islands</p> <p>Y5 Growing up and changing bodies</p> <p>Y5 Taking notice of our feelings</p> <p>Y6 To share or not to share?</p> <p>Y6 Pressure online</p> <p>Y6 Acting appropriately</p> <p>Y6 Making babies</p>

<p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	<ul style="list-style-type: none"> Y3 Safe or unsafe? Y3 Danger or risk? Y3 None of your business! Y4 Danger, risk or hazard? Y4 Secret or surprise? Y5 Taking notice of our feelings Y5 Dear Ash Y5 Play, like, share Y6 It's a puzzle Y6 Dear Ash Y6 What's the risk? (2) Y6 Acting appropriately Y6 Pressure online Y6 Joe's story (part 1)
<p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<ul style="list-style-type: none"> Y3 Safe or unsafe? Y3 The Risk Robot Y3 None of your business! Y4 Secret or surprise? Y4 Danger, risk or hazard? Y4 Islands Y5 Taking notice of our feelings Y5 Dear Ash Y6 Dear Ash Y6 Pressure online Y6 Acting appropriately
<p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<ul style="list-style-type: none"> Y3 Raisin challenge (1) Y4 Who helps us stay healthy and safe?

	<p>Y4 How dare you!</p> <p>Y5 Dear Ash</p> <p>Y6 Dear Ash</p> <p>Y6 Acting appropriately</p> <p>Y6 Making babies</p> <p>Y6 Joe's story (part 1)</p> <p>Y6 Behave yourself</p>
<p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>Y4 Who helps us stay healthy and safe?</p> <p>Y4 All change!</p> <p>Y4 Safety in numbers</p> <p>Y4 Secret or surprise?</p> <p>Y5 Taking notice of our feelings</p> <p>Y5 Dear Ash</p> <p>Y6 Dear Ash</p> <p>Y6 Is this normal?</p> <p>Y6 Joe's story (part 1)</p> <p>Y6 Making babies</p> <p>Y6 Don't force me</p> <p>Y6 Acting appropriately</p> <p>Y6 To share or not to share?</p>
<p>8. Where to get advice e.g. family, school and/or other sources.</p>	<p>Y3 Helping each other to stay safe</p> <p>Y4 Who helps us stay healthy and safe?</p> <p>Y5 Taking notice of our feelings</p> <p>Y5 Dear Ash</p> <p>Y6 Dear Ash</p> <p>Y6 Acting appropriately</p> <p>Y6 Making babies</p>



**Physical Health and Mental Wellbeing (Health Education)
Coverage Checker**



Statutory Requirement	SCARF lesson that supports the teaching and learning of this
Mental Wellbeing	
<p>1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p>	<p>Y4 Different feelings</p> <p>Y5 How good a friend are you?</p> <p>Y6 Dan's day</p> <p>Y6 Rat Park</p> <p>Y6 Fakebook friends</p> <p>Y6 Five Ways to Wellbeing project</p>
<p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p>Y3 My special pet</p> <p>Y4 Different feelings</p> <p>Y4 Moving house</p> <p>Y4 Secret or surprise?</p> <p>Y5 How are they feeling?</p> <p>Y5 How good a friend are you?</p> <p>Y5 Our emotional needs</p> <p>Y6 Dan's day</p> <p>Y6 Helpful or unhelpful? Managing change</p>
<p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>Y3 My special pet</p> <p>Y4 Moving house</p> <p>Y4 An email from Harold!</p> <p>Y4 Different feelings</p> <p>Y4 When feelings change</p> <p>Y4 My feelings are all over the place!</p> <p>Y4 Secret or surprise?</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y5 How are they feeling?</p>

	<p>Y5 Our emotional needs</p> <p>Y5 How good a friend are you?</p> <p>Y6 Dan's day</p> <p>Y6 Rat Park</p> <p>Y6 I look great!</p>
<p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>Y3 My special pet</p> <p>Y4 Different feelings</p> <p>Y4 My feelings are all over the place!</p> <p>Y4 When feelings change</p> <p>Y4 How dare you!</p> <p>Y4 Islands</p> <p>Y5 How are they feeling?</p> <p>Y5 Our emotional needs</p> <p>Y6 Rat Park</p> <p>Y6 Dan's day</p> <p>Y6 Helpful or unhelpful? Managing change</p>
<p>5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p>Y3 My community</p> <p>Y3 Our helpful volunteers</p> <p>Y4 Volunteering is cool</p> <p>Y5 Mo makes a difference</p> <p>Y6 Rat Park</p> <p>Y6 Five Ways to Wellbeing project</p> <p>Y6 Community art</p> <p>Y6 Action stations!</p>
<p>6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>Y6 Advertising friendships!</p> <p>Y6 Five Ways to Wellbeing project</p> <p>Y6 Helpful or unhelpful? Managing change</p>

	<p>Y6 Rat Park</p>
<p>7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>Y4 An email from Harold!</p> <p>Y6 Rat Park</p> <p>Y6 Five Ways to Wellbeing project</p>
<p>8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>Y3 Zeb</p> <p>Y3 Let's celebrate our differences</p> <p>Y4 Under pressure</p> <p>Y5 Spot bullying</p> <p>Y5 Communication</p>
<p>9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>Y4 Moving house</p> <p>Y5 Our emotional needs</p> <p>Y6 Rat Park</p> <p>Y6 Helpful or unhelpful? Managing change</p>
<p>Internet Safety and Harms</p>	
<p>1. That for most people the internet is an integral part of life and has many benefits.</p>	<p>Y3 Super Searcher</p> <p>Y6 It's a puzzle</p>
<p>2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p>	<p>Y4 Raisin challenge (2)</p> <p>Y4 That is such a stereotype!</p> <p>Y5 Is it true?</p> <p>Y6 Boys will be boys? - challenging gender stereotypes</p> <p>Y6 Five Ways to Wellbeing project</p> <p>Y6 I look great!</p> <p>Y6 Media manipulation</p>
<p>3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p>	<p>Y3 Super Searcher</p> <p>Y3 None of your business!</p> <p>Y4 Picture Wise</p>

	<p>Y5 Is it true?</p> <p>Y5 Play, like, share</p> <p>Y6 It's a puzzle</p> <p>Y6 Traffic lights</p> <p>Y6 To share or not to share?</p>
<p>4. Why social media, some computer games and online gaming, for example, are age restricted.</p>	<p>Y3 As a rule</p> <p>Y5 Star qualities?</p> <p>Y5 Spot bullying</p> <p>Y6 Think before you click!</p> <p>Y6 Fakebook friends</p>
<p>5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p>	<p>Y3 Let's celebrate our differences</p> <p>Y3 None of your business!</p> <p>Y3 Zeb</p> <p>Y4 Under pressure</p> <p>Y5 Is it true?</p> <p>Y5 Play, like, share</p> <p>Y6 It's a puzzle</p> <p>Y6 Think before you click!</p> <p>Y6 To share or not to share?</p> <p>Y6 Media manipulation</p>
<p>6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p>	<p>Y3 Super Searcher</p> <p>Y3 Recount task</p> <p>Y4 Raisin challenge (2)</p> <p>Y4 In the news!</p> <p>Y5 Fact or opinion?</p> <p>Y5 Is it true?</p> <p>Y5 What's the story?</p>

	<p>Y5 Smoking: what is normal?</p> <p>Y6 Boys will be boys? - challenging gender stereotypes</p> <p>Y6 Two sides to every story</p> <p>Y6 Fakebook friends</p> <p>Y6 What's the risk? (2)</p>
7. Where and how to report concerns and get support with issues online.	<p>Y3 None of your business!</p> <p>Y4 In the news!</p> <p>Y5 Play, like, share</p> <p>Y6 It's a puzzle</p> <p>Y6 To share or not to share?</p>
Physical Health and Fitness	
1. The characteristics and mental and physical benefits of an active lifestyle.	Y3 Science – Health and movement
2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	<p>Y5 What's the story?</p> <p>Y6 Five Ways to Wellbeing project</p>
3. The risks associated with an inactive lifestyle (including obesity).	Y5 What's the story?
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	Y4 Who helps us stay healthy and safe?
Healthy Eating	
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	<p>Y3 Derek cooks dinner! (healthy eating)</p> <p>Y4 SCARF Hotel</p> <p>Y4 Danger, risk or hazard?</p> <p>Y5 What's the story?</p>
2. The principles of planning and preparing a range of healthy meals.	<p>Y3 Derek cooks dinner! (healthy eating)</p> <p>Y4 SCARF Hotel</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>Y3 Derek cooks dinner! (healthy eating)</p> <p>Y3 Alcohol and cigarettes: the facts</p> <p>Y3 Help or harm?</p>

	<p>Y4 SCARF Hotel</p> <p>Y4 Know the norms</p> <p>Y6 Rat Park</p> <p>Y6 What sort of drug is...?</p> <p>Y6 Joe's story (part 1)</p> <p>Y6 Drugs: it's the law!</p> <p>Y6 Alcohol: what is normal?</p>
Drugs, alcohol and tobacco	
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	<p>Y3 Help or harm?</p> <p>Y3 Alcohol and cigarettes: the facts</p> <p>Y5 'Thinking' about habits</p> <p>Y5 Smoking: what is normal?</p> <p>Y5 Drugs: true or false?</p> <p>Y5 Getting fit</p> <p>Y6 What sort of drug is...?</p> <p>Y6 Rat Park</p> <p>Y6 Alcohol: what is normal?</p> <p>Y6 Drugs: it's the law!</p> <p>Y6 What's the risk? (1)</p>
Health and prevention	
3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Y6 Science – Healthy Bodies
4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	<p>Y4 Science – Eating and digestion</p> <p>Y6 Science – Healthy Bodies</p>
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	<p>Y3 Poorly Harold</p> <p>Y4 Medicines: check the label</p> <p>Y6 What is HIV?</p>
6. The facts and science relating to allergies, immunisation and vaccination	Y3 Science – Health and movement
Basic first-aid	

<p>1. How to make a clear and efficient call to emergency services if necessary.</p>	<p>Y3 Basic first aid</p> <p>Y4 Basic first aid</p> <p>Y5 Basic first aid</p> <p>Y6 Basic first aid</p>
<p>2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Y3 Basic first aid</p> <p>Y4 Basic first aid</p> <p>Y5 Basic first aid</p> <p>Y6 Basic first aid</p>
<p>Changing adolescent body</p>	
<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>Y3 My changing body</p> <p>Y4 Period positive</p> <p>Y4 All change!</p> <p>Y4 My feelings are all over the place!</p> <p>Y5 Growing up and changing bodies</p> <p>Y5 Help! I'm a teenager - get me out of here!</p> <p>Y5 Changing bodies and feelings</p> <p>Y6 Is this normal?</p> <p>Y6 Making babies</p> <p>Y5 Science – Changes and reproduction & Life cycles</p> <p>Y6 Science – Healthy Bodies</p>
<p>2. About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>Y4 Period positive</p> <p>Y5 Growing up and changing bodies</p> <p>Y6 Making babies</p> <p>Y6 Is this normal?</p>