Rise Multi Academy Trust: PSHE Education Policy Guidance

Rise
Flourish & Succeed

Date of Policy: June 2026

Approved by the Trust Board: June 2026

Review Date: June 2029

Signed: 

Name of School: St Michael & All Angels CE Primary School

Date of policy: July 2026

Members of staff responsible for PSHE Education:

1. How this Policy was developed

This policy was written by the Trust Education Team and developed in consultation with parents, teachers and other school staff, governors and the pupils at St Michael & All Angels CE Primary. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

Health Education is also statutory in all schools[1].

We at St Michael & All Angels CE Primary school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education,[2] as recommended by the DfE, provides a framework though which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful

[1] Except Independent Schools where PSHE education remains statutory.
[2] Delete as appropriate

combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At St Michael & All Angels CE Primary school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices[3]. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice in considered and fed into the planned programme.

Our PSHE subject lead, Mrs Mc Millan, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further

[3] SCARF long term planning document https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning

support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can…' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge. SCARF's three different assessment strands here.

5. What is being taught

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage[4] as well an overview of our Science programmes of study[5].

Note: these can be down-loaded and attached within the policy appendices.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;

[4] SCARF medium term planning documents https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning

[5] *Relationships and Sex Education can also be found within National Curriculum Science*

5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y5 and/or Y6 [6]children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

6.How PSHE education, including Relationships Education, is taught

At St Michael's, PSHE education is taught by class teachers through a timetabled weekly lesson throughout the school year. We follow the SCARF (Safety, Caring, Achievement, Resilience and Friendship) programme developed by Coram Life Education, which is adapted to meet the needs of our mixed-age classes and is mapped across a two-year cycle. Lessons use a range of age-appropriate and interactive teaching approaches, including discussion, role play, stories, videos, games and collaborative activities.
Relationships Education is taught as part of our PSHE curriculum and is statutory for all primary-aged pupils. Through SCARF, children learn about friendships, families, respectful relationships, feelings, personal safety, consent, privacy, bullying, online safety and where to seek help and support. Relationships Education does not include teaching about the details of sexual intercourse.
Sex Education is taught as part of the SCARF Growing and Changing unit during the Summer Term. Additional age-appropriate lessons may also be taught where required. To ensure learning is appropriate to children's developmental stage, Sex Education is delivered in single year groups rather than mixed-age classes. In EYFS and Key Stage 1, children also

[6] Delete as appropriate

participate in the NSPCC PANTS (Pantosaurus) programme, which supports our teaching about body ownership, personal safety, privacy and trusted adults. Parents are informed of the content covered through annual communication from school and have the opportunity to discuss resources and lessons if they wish.
We recognise that children may ask questions beyond the content being taught. Teachers answer questions honestly, sensitively and in an age-appropriate manner, taking account of pupils' maturity and understanding. If a question falls outside the planned curriculum or relates to content not taught in primary school, teachers will acknowledge the question and encourage the child to discuss it with their parent or carer. Where appropriate, teachers may respond privately to an individual child rather than in a whole-class setting. Children who are withdrawn from Sex Education lessons may still ask questions related to the statutory Relationships Education curriculum, which teachers will answer in line with school policy and the requirements of the Relationships Education curriculum.
To ensure that children feel comfortable learning about a range of topics, we establish a safe and respectful learning environment through class agreements at the beginning of lessons and units of work. These agreements include expectations around listening, respect, privacy and confidentiality. Teachers use a range of strategies, including distancing techniques and anonymous question boxes, to enable pupils to participate safely and confidently. Questions are answered factually and appropriately, and any safeguarding concerns or disclosures are managed in accordance with the school's safeguarding and child protection procedures, which are available on the school website.
Additional pastoral support is available for children who may need it through our Emotional Literacy Support Assistant (ELSA), Miss Challoner. Relevant books, information leaflets, posters and signposting materials are made available to help pupils access further support and advice when required.

7. **How PSHE education is monitored, evaluated and assessed**

We use three methods of monitoring and assessing learning within PSHE at St Michael & All Angels CE Primary School:

SCARF's three different assessment strands here.

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

8. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender or is gender questioning, will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 10%[7] of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents / carers, brothers or sisters, other family members and / or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

9. **Parental concerns and withdrawal of students**

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships or Health Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

[7] https://www.stonewall.org.uk/news/new-stats-reveal-that-lesbian-gay-and-bisexual-people-are-a-growing-part-of-uk-society

10. **Dissemination of the Policy**

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Mrs Mc Millan

11. **Policy Review**

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

12. **Sources of Further Information**

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)

This policy should be read in conjunction with the following:

- School's own Safeguarding / Child Protection policy (inc. responding to disclosures)
- Trust Confidentiality policy
- Trust Behaviour policy
- Trust Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2025)

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.

Useful resources / Appendix
SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

Coram SCARF Resources

RSE guidance and support materials online teaching and learning training film clips - https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films

Frequently Asked Questions - https://www.coramlifeeducation.org.uk/frequently-asked-questions

Long-term planning document - https://www.coramlifeeducation.org.uk/scarf/lesson-plans/long-and-medium-term-plan

Flexible Planning Tool - https://www.coramlifeeducation.org.uk/scarf/planning

How to answer children's questions that go beyond the planned curriculum - https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rse-films-supporting-teaching-and-learning

Assessment in PSHE education recorded webinar - https://www.coramlifeeducation.org.uk/training/assessment-in-pshe-education

SEND: signposting and support - https://www.coramlifeeducation.org.uk/scarf/lesson-plans/signposting-and-support-for-children-with-additional-needs

Protected Characteristics across SCARF - https://www.coramlifeeducation.org.uk/scarf/lesson-plans/protected-characteristics-across-scarf

Working with parents and carers - https://www.coramlifeeducation.org.uk/working-with-parents-and-carers

SCARF training - https://www.coramlifeeducation.org.uk/training/scarf-training-teachers-schools-bespoke

SCARF Teacher Training Portal - https://www.coramlifeeducation.org.uk/teacher-training-portal

PSHE Association PSHE Policy Guidance

https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school (members only)

The Sex Education Forum RSE Policy Guidance

https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms. https://pshe-association.org.uk/guidance/ks1-4/assessment

SCARF THEMES/BLOCKS AND SCHOOL VALUE LINKS COVERAGE

Safety – Unit titles – Rights and Responsibilities; Keeping Myself Safe

School values: Happiness

Caring - Unit titles – Valuing Difference;

School values: Kindness; Honesty; Love

Achievement - Unit titles – Being My Best

School values: Courage

Resilience - Unit titles – Runs through all units

School values: Patience

Friendship – Unit titles – Me and My Relationships; Growing and Changing

School values: Friendship

ST MICHAELS, RISE, PSHE EDUCATION: LONG-TERM OVERVIEW – SCARF CYCLE 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	**Me and My Relationships** All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	**Valuing Difference** I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	**Keeping Safe** What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	**Rights and Respect** Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	**Being My Best** Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	**Growing and Changing** **Plus PANTS lesson** Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys
Class 2	**Me and My Relationships** Me and my special people (R) Who can help me? (R) Our Feelings (Y1) Feelings & Bodies (Y1) Our Special People balloons (Y1)	**Rights and Responsibilities** Looking after money (1): recognizing using, spending (R) Taking care of something (Y1) Harold's money (Y1) When I feel like erupting (Y2)	**Valuing differences** Same and different families (R) Same and different homes (R) Harold's school rules (Y1) Who are our special people? (Y1) My Special People (Y2)	**Being My Best** Healthy eating (R) Healthy eating (2) (R) Harold has a bad day (Y1) Pass on the praise (Y1) Harold's bathroom (Y2)	**Keeping Myself Safe** Safe indoors and outdoors (R) Listening to my feelings (1) (R) Who can help? (1) (R) Harold loses Geoffrey (Y1) What should Harold say? (Y2)	**Growing and Changing / RSE additional lessons where needed** Life stages – Human life stage. Who will I be? (R) Where do babies come from? (R) Then and now (Y1) Who can help? (2) (Y1) Sam moves away (Y2)

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	Bullying or teasing? (Y2)					
Class 3	**Me and My Relationships** Being a good friend (Y2) As a rule (Y3) My special pet (Y3) An email from Harold! (Y4) Ok or not ok? (part 1) (Y4) Ok or not ok? (part 2) (Y4)	**Rights and Responsibilities** Harold goes camping (Y2) Our helpful volunteers (Y3) Helping each other to stay safe (Y3) Who helps us stay healthy and safe? (Y4) It's your right (Y4)	**Valuing Difference** Solve the problem (Y2) Family and friends (Y3) My community (Y3) Can you sort it? (Y4)	**Being My Best** What does my body do? (Y2) Derek cooks dinner! (healthy eating) (Y3) Poorly Harold (Y3) What makes me ME! (Y4) Making choices (formerly Ed6 Learns to be human) (Y4)	**Keeping Myself Safe** Should I tell? (Y2) Safe or unsafe? (Y3) Danger or risk? (Y3) The Risk Robot (Y3) Danger, risk or hazard? (Y4) Picture Wise (Y4)	**Growing and Changing/RSE additional lessons where needed** My body, your body (Y2) Relationship Tree (Y3) Body space (Y3) Moving house (Y4)
Class 4	**Me and My Relationships** Under pressure (Y4) Collaboration Challenge! (Y5) Give and take (Y5) Working together (Y6) Let's negotiate (Y6) Solve the friendship problem (Y6)	**Rights and Responsibilities** Why pay taxes? (Y4) What's the story? (Y5) Fact or opinion? (Y5) Two sides to every story (Y6) Fakebook friends (Y6) What's it worth? (Y6)	**Valuing Difference** That is such a stereotype! (Y4) Qualities of friendship (Y5) Kind conversations (Y5) OK to be different (Y6) We have more in common than not (Y6)	**Being My Best** Basic first aid (Y4) Getting fit (Y5) It all adds up! (Y5) Five Ways to Wellbeing project (Y6) This will be your life! (Y6)	**Keeping Myself Safe** Raisin challenge (2) (Y4) 'Thunking' about habits (Y5) Jay's dilemma (Y5) Spot bullying (Y5) Think before you click! (Y6) Traffic lights (Y6) To share or not to share? (Y6)	**Growing and Changing / RSE additional lessons where needed** Together (Y4) How are they feeling? (Y5) Taking notice of our feelings (Y5) Dear Hetty (Y5) Helpful or unhelpful? Managing change (Y6) I look great! (Y6)

SCARF Four Year School Progression for Two Class Schools

All SCARF lesson plans have been organised into six key themes/ blocks:

- Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Respect
- Being My Best
- Growing and Changing

For ease of planning in small schools the progression plan, outlined in this guide can be used by class teachers; one block of lessons per half term. This ensures that the key themes are covered equally over a three year period, avoiding repetition of lessons.

Two class school, four-year progression framework

LOWER STAGES – FIRST YEAR

Me and My Relationships

- My feelings (R)
- My feelings (2) (R)
- Why we have classroom rules (Y1)
- Our ideal classroom (1) (Y2)
- Looking after our special people (Y3)
- Dan's Dare (Y3)

Rights and Respect

- Looking after my special people (R)
- Harold has a bad day (Y1)
- Around and about the school (Y1)
- Playing games (Y2)
- Harold saves for something special (Y2)
- Helping each other to stay safe (Y3)

Valuing Difference

- I'm special, you're special (R)
- Same or different? (Y1)
- Unkind, tease or bully? (Y1)
- What makes us who we are (Y2)
- Respect and challenge (Y3)
- Family and friends (Y3)

Being My Best

- Bouncing back when things go wrong (R)
- Yes I can (R)
- I can eat a rainbow (Y1)
- You can do it! (Y2)
- My day (Y2)
- Poorly Harold (Y3)

Keeping Safe

- What's safe to go onto my body (R)
- Super sleep (Y1)
- Harold's picnic (Y2)
- How safe would you feel? (Y2)
- Safe or unsafe? (Y3)
- Danger or risk? (Y3)

Growing and Changing

- Life Stages – plants, animals, humans (R)
- Life stages: Human life stage – who will I be? (R)
- Healthy me (Y1)
- A helping hand (Y2)
- Relationship tree (Y3)
- Body Space (Y3)

Two class school, four-year progression framework

LOWER STAGES – SECOND YEAR

Me and My Relationships

- Me and my special people (R)
- How are you listening? (Y1)
- Good friends (Y1)
- How are you feeling today? (Y2)
- As a rule (Y3)
- How can we solve the problem? (Y3)

Rights & Respect

- Looking after money (1): recognising, spending, using (R)
- Looking after money (2): saving money and keeping it safe (R)
- Taking care of something (Y1)
- Feeling safe (Y2)
- Recount task (Y3
- Earning money (Y3)

Valuing Difference

- Same and different families (R)
- Same and different homes (R)
- Harold's school rules (Y1)
- My special people (Y2)
- How do we make others feel? (Y2)
- My community (Y3)

Being my best

- My healthy mind (R)
- Eat well (Y1)
- Pass on the praise (Y1)
- Harold's Postcard – helping us to keep clean and healthy (Y2)
- Basic first aid (Y2)
- Body team work (Y3)

Keeping Safe

- Keeping myself safe – what's safe to go into my body (inc. medicines) (R)
- Who can help (1) (Y1)
- Good or bad touches (Y1)
- What should Harold say? (Y2)
- I don't like that (Y2)
- The risk robot (Y3)

Growing and Changing

- Seasons (R)
- Then and now (Y1)
- Who can help (2) (Y1)
- Sam moves away (Y2)
- None of your business (Y3)
- Secret or surprise? (Y3)

Two class school, four-year progression framework

LOWER STAGES – THIRD YEAR

Me and My Relationships

- Who can help me (R)
- Thinking about feelings (Y1)
- Our feelings (Y1)
- Types of bullying (Y2)
- Don't do that (Y2)
- Friends are special (Y3)

Rights & Respect

- Looking after my friends (R)
- Being helpful at home and caring for our classroom (R)
- Basic first aid (Y1)
- How can we look after our environment? (Y2)
- Our helpful volunteers (Y3)
- Can Harold afford it? (Y3)

Valuing Difference

- I am caring (R)
- It's not fair (Y1)
- When someone is feeling left out (Y2)
- An act of kindness (Y2)
- Our friends and neighbours (Y3)
- Let's celebrate our difference (Y3)

Being My Best

- Move your body (R)
- Healthy eating (R)
- Harold learns to ride his bike (Y1)
- Harold's bathroom (Y2)
- Top talents (Y3)
- For or against? (Y3)

Keeping Safe

- Safe indoors and outdoors (R)
- Listening to my feelings (R)
- Sharing pictures (Y1)
- Fun or not? (Y2)
- Help or harm (Y3)
- Alcohol and cigarettes: the facts (Y3)

Growing and Changing

- Where do babies come from? (R)
- Taking care of a baby (Y1)
- Surprises and secrets (Y1)
- Haven't you grown! (Y2)
- My body, your body (Y2)
- My changing body (Y3)

Two class school, four-year progression framework

LOWER STAGES – FOURTH YEAR

Me and My Relationships

- All about me (R)
- What makes me special (R)
- Feelings and bodies (Y1)
- Let's all be happy! (Y2)
- Being a good friend (Y2)
- Thunks (Y3)

Rights & Respect

- Caring for our world (R)
- Harold's money (R)
- How should we look after our body? (Y1)
- Getting on with others (Y2)
- When I feel like erupting (Y2)
- Harold's environmental project (Y3)

Valuing Difference

- Same and different (R)
- I am a friend (R)
- Who are our special people? (Y1)
- Our special people balloons (Y1)
- Solve the problem (Y2)
- Zeb (Y3)

Being My Best

- A good night's sleep (R)
- Harold's wash and brush up (Y1)
- Catch it! Bin it! Kill it! (Y1)
- What does my body do? (Y2)
- Derek cooks dinner! (healthy eating) (Y3)
- I am fantastic (Y3)

Keeping Safe

- Keeping safe online (R)
- People who help to keep me safe (R)
- What could Harold do? (Y1)
- Me and my body – girls and boys (Y1)
- Should I tell? (Y2)
- Super searcher (Y3)

Growing and Changing

- Getting bigger (R)
- Me and my body – girls and boys (R)
- Keeping privates private (Y1)
- Respecting privacy (Y2)
- Some secrets should never be kept (Y2)
- Basic first aid (Y3)

Two class school, four-year progression framework

LOWER STAGES – OPTIONAL lessons – can be added where required

Me and My Relationships

- Our ideal classroom (2) (OPTIONAL) (Y2)
- Bullying or teasing? (OPTIONAL) (Y2)
- My special pet (OPTIONAL) (Y3)
- Tangram team challenge (OPTIONAL) (Y3)

Rights & Respect

- Harold goes camping (OPTIONAL) (Y2)
- Let's have a tidy up! (OPTIONAL) (Y3)

Being My Best

- Inside my wonderful body (OPTIONAL) (Y1)
- My body needs (OPTIONAL) (Y2)
- Getting on with your nerves! (OPTIONAL) (Y3)

Keeping Safe

- Raisin challenge (1) (OPTIONAL) (Y3)

Two class school, four-year progression framework

UPPER STAGES – FIRST YEAR

Me and My Relationships

- Ok or not ok? (part 1)(Y4)
- Ok or not ok? (part 2) (Y4)
- Our emotional needs (Y5)
- Being assertive (Y5)
- Behave yourself (Y6)
- Assertiveness skills (Y6)

Rights and Respect

- Safety in numbers (Y4)
- Why pay taxes (Y4)
- What's the story? (Y5)
- Fact or opinion(Y5)
- Democracy in Britain 1 – Elections (Y6)
- Democracy in Britain 2 – How (most) laws are made (Y6)

Valuing Difference

- The people we share our world with (Y4)
- That is such a stereotype! (Y4)
- Qualities of friendship (Y5)
- Kind conversations (Y5)
- Advertising friendships (Y6)
- Boys will be boys? – challenging gender stereotypes (Y6)

Being My Best

- What makes me ME! (Y4)
- Making choices (Y4)
- Star qualities? (Y5)
- Basic first aid, inc. Sepsis awareness (Y5)
- This will be your life! (Y6)
- Our recommendations (Y6)

Keeping Safe

- Picture wise (Y4)
- Medicines: check the label (Y4)
- Vaping: healthy or unhealthy? (Y5)
- Would you risk it? (Y5)
- Rat Park (Y6)
- What sort of drug is…? (Y6)

Growing and Changing

- Secret or surprise? (Y4)
- Together (Y4)
- How are they feeling? (Y5)
- Taking notice of our feelings (Y5)
- Pressure online (Y6)
- Helpful or unhelpful? Managing change (Y6)

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Two class school, four-year progression framework

UPPER STAGES – SECOND YEAR

Me and My Relationships

- An email from Harold! (Y4)
- Different feelings (Y4)
- Collaboration challenge (Y5)
- Give and take (Y5)
- Don't force me (Y6)
- Acting appropriately (Y6)

Rights and Respect

- Who helps us to stay healthy and safe? (Y4)
- It's your right (Y4)
- Spending wisely (Y5)
- Lend us a fiver! (Y5)
- Two sides to everY story (Y6)
- Fakebook friends (Y6)

Valuing Difference

- Friend or acquaintance? (Y4)
- Islands (Y4)
- Is it true? (Y5)
- Start, stop, stereotypes (Y5)
- Ok to be different (Y6)
- We have more in common than not (Y6)

Being my Best

- My school community (1) (Y4)
- Basic first aid (Y4)
- It all adds up! (Y5)
- Different skills (Y5)
- What's the risk? (1) (Y6)
- What's the risk? (2) (Y6)

Keeping Safe

- Danger, risk or hazard? (Y4)
- How dare you! (Y4)
- Spot bullying (Y5)
- Play, like, share (Y5)
- Drugs: it's the law! (Y6)
- Alcohol: what is normal (Y6)

Growing and Changing

- All change! (Y4)
- Preparing for changes at puberty (Y4)
- Changing bodies and feelings (Y5)
- Help! I'm a teenager get me out of here! (Y5)
- I look great! (Y6)
- Media Manipulation (Y6)

Two class school, four-year progression framework

UPPER STAGES – THIRD YEAR

Me and My Relationships

- Human machines (Y4)
- Under pressure (Y4)
- How good a friend are you? (Y5)
- Relationship cake recipe (Y5)
- Working together (Y6)
- Solve the friendship problem (Y6)

Rights and Respect

- How do we make a difference? (Y4)
- In the news! (Y4)
- Mo makes a difference (Y5)
- Rights respect and duties (Y5)
- What's it worth? (Y6)
- Happy shoppers – caring for the environment (Y6)

Valuing Difference

- Can you sort it? (Y4)
- What would I do? (Y4)
- Happy being me (Y5)
- The land of the red people (Y5)
- Respecting differences (Y6)
- Tolerance and respect for others (Y6)

Being My Best

- SCARF hotel (Y4)
- Harold's seven R's (Y4)
- My school community (Y5)
- Independence and responsibility (Y5)
- Basic first aid, inc. Sepsis awareness (Y6)
- Five ways to wellbeing project (Y6)

Keeping Safe

- Keeping ourselves safe (Y4)
- Raisin challenge (Y4)
- Decision dilemmas (Y5)
- Ella's diary dilemma (Y5)
- Think before you click? (Y6)
- To share or not to share? (Y6)

Growing and Changing

- Moving House (Y4)
- My feelings are all over the place (Y4)
- Dear Ash (Y5)
- Growing up and changing bodies (Y5)
- Is this normal? (Y6)
- Making babies (Y6)

Two class school, four-year progression framework

UPPER STAGES – OPTIONAL lessons – can be added where required.

Me and My Relationships

- When feelings change (OPTIONAL) (Y4)
- Communication (OPTIONAL) (Y5)
- Let's negotiate (OPTIONAL) (Y6)
- Dan's day (OPTIONAL) (Y6)

Rights and Respect

- Harold's expenses (OPTIONAL) (Y4)
- Logo quiz (OPTIONAL) (Y4)
- Local councils (OPTIONAL) (Y5)
- Jobs and taxes (OPTIONAL) (Y6)
- Action stations! (OPTIONAL) (Y6)
- Project Pitch (parts 1&2) (OPTIONAL) (Y6)
- Community art (OPTIONAL) (Y6)

Valuing Difference

- It could happen to anyone (OPTIONAL) (Y5)

Being My Best

- Volunteering is cool (OPTIONAL) (Y4)

Keeping Safe

- Know the norms (OPTIONAL) (Y4)
- Traffic lights (OPTIONAL) (Y4)
- 'Thunking' about habits (OPTIONAL) (Y5)
- Drugs: true or false? (OPTIONAL) (Y4)
- Smoking: what is normal? (OPTIONAL) (Y6)
- Joe's story (part 1) (OPTIONAL) (Y6)
- Joe's story (part 2) (OPTIONAL) (Y6)

Growing and Changing

- Dear Hetty (OPTIONAL) (Y5)
- What is HIV? (OPTIONAL) (Y6)