

Overview of what is taught when in PSHE/RSE

	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Reception	All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	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	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	Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	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
Year 1	Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	Same or different Unkind, tease or bully Harold's school rules It's not fair Who are our special people? Our special people balloons	Super sleep Who can help? Good or bad touches Sharing pictures What could Harold do? Harold loses Geoffrey	Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	I can eat a rainbow Harold's wash and brush up Catch it! Bin it! Kill it Harold learns to ride his bike Pass on the praise Inside my wonderful body!	Healthy me Then and now Taking care of a baby Who can help? Surprises and secrets Keeping privates private
Year 2	Our ideal classroom How are you feeling today? Let's all be happy! Being a good friend	What makes us who we are? My special people	Harold's picnic How safe would you feel?	Getting on with others When I feel like erupting Feeling safe	You can do it! My day	A helping hand Sam moves away Haven't you grown! My body, your body

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	Types of bullying Don't do that!	How do we make others feel? When someone is feeling left out An act of kindness Solve the problem	What should Harold say? I don't like that! Fun or not? Should I tell?	Playing games Harold saves for something special How can we look after our environment?	Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? Basic first aid	Respecting privacy Some secrets should never be kept
Year 3	As a rule Looking after our special people How can we solve this problem? Tangram team challenge Friends are special Thunks Dan's dare	Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb	Safe and Unsafe Danger and Risk The Risk Risks Super Searcher Help or Harm Alcohol and Cigarettes Raisin Challenge	Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it Earning money Harold's environment project	Derek cooks dinner Poorly Harold Body team work For or against I am fantastic Top talents Getting on with your nerves	Relationship tree Body space None of your business Secret or surprise My changing body Basic first aid
Year 4	Human machines Ok or not ok? OK or not ok? An email from Harold. Different feelings Under pressure	Can you sort it? What would I do? The people we share our world with This is such a stereotype Friend or acquaintance Islands (safeguarding)	Danger, risk or hazards? How dare you! Keeping ourselves safe Raisin challenge Picture wise Medicines	Who helps us stay healthy and safe? It's your right How do we make a difference? In the news Safety in numbers Why pay taxes?	What makes me ME! Making choices SCARF hotel Harold's 7 R's My school community Basic first aid	Moving house My feelings are all over the place All change Preparing for changes at puberty Secret or surprise? Together
Year 5	Collaboration Challenge Give and Take How Good a Friend Are You? Relationship Cake Emotional Needs	Qualities of Friendship Kind Conversations Happy Being Me The Land of the Red People Is It True?	Spot Bullying Play, Like, Share 1 Play, Like, Share 2 Decision Dilemmas Vaping: Healthy or Unhealthy?	What's the Story? Fact or Opinion? Mo Makes a Difference Rights, Respects and Duties	It All Adds Up Different Skills My School Community Independence and Responsibility Star Qualities	How Are They Feeling? Take Notice of Things Dear Ash Growing Up and Changing Bodies Changing Bodies and Feelings

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	Being Assertive	Stop, Start, Stereotypes	Would You Risk It?	Spending Wisely Lend Us a Fiver	Basic First Aid	Help! I'm a Teenager Get Me Out of Here
Year 6	Working together Solve the friendship problem Behave yourself Assertiveness skills Don't force Acting appropriately	OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes	Think before you click! To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal?	Two sides to every story Fakebook friends What's it worth? Happy shoppers - caring for the environment Project Pitch (parts 1 & 2) Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made	This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness Five Ways to Wellbeing project	I look great! Media manipulation Pressure online Helpful or unhelpful? Managing change

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PSHE and RSE Curriculum Overview

Staining Church of England Primary School

Our PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships and Sex Education) curriculum is based on the SCARF programme provided by Coram Education. SCARF provides a comprehensive programme of lessons covering areas including relationships, valuing difference, keeping safe, rights and respect, health and wellbeing, and growing and changing. The programme is used progressively from Reception through to Year 6.

At Staining Church of England Primary School, we recognise that a published programme cannot automatically meet the needs of every school community. For this reason, the SCARF programme has been carefully reviewed lesson by lesson by the Headteacher before being included within our curriculum.

As part of this review, consideration has been given to:

- the age and developmental stage of our children;
- the specific needs and context of the Staining school community;
- our school's Christian ethos, values and vision;
- the appropriateness and relevance of individual lessons;
- progression of knowledge and understanding across the school;
- feedback received through consultation with governors and families; and
- whether particular content should be retained, adapted or removed.

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What does the blue mean?

Throughout this curriculum overview, you will see some headings highlighted in blue.

● Blue identify lessons or content from the SCARF programme that have been reviewed and either adapted or removed for Staining Church of England Primary School.

Where content has been adapted, it may have been changed to ensure that the language, activity or learning is appropriate for our pupils and the context of our school.

Where content has been removed, this has been a considered decision following the review process and consultation undertaken by the school.

Therefore, this overview should be viewed as the Staining PSHE/RSE curriculum, rather than simply the SCARF programme reproduced in full.

Our approach to PSHE and RSE

Our aim is to provide children with a carefully considered programme that enables them to develop the knowledge, understanding, language and skills they need to navigate life safely and positively.

Across the curriculum, children develop their understanding of:

- themselves and their emotions;
- friendships and relationships;
- respect and difference;

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- personal safety and safeguarding;
- healthy lifestyles and wellbeing;
- rights, responsibilities and citizenship;
- money and financial awareness;
- growing, changing and preparing for the future; and
- making safe, responsible and informed choices.

The curriculum is taught progressively, with learning revisited and developed as children move through the school. For example, the overview progresses from early learning about feelings, special people, friendships and keeping safe in Reception, through to more complex themes around relationships, online safety, risk, rights, wellbeing and growing and changing in Years 5 and 6.

In summary

SCARF provides the foundation.

Professional review, consultation and our knowledge of our children shape the Staining curriculum.

This ensures that our PSHE/RSE provision is structured, progressive and evidence-informed, while remaining appropriate for the children and families within our school community.

Our PSHE/RSE curriculum sits within the wider ethos of Staining Church of England Primary School and contributes to our vision:

Learn to Wonder, Grow in Wisdom and Shine like Stars.

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Blue Adaptions below

Reception

Lessons requiring additional support/ adaptations

Me and my Relationships

- Remind children about our school values especially 'be kind'

What's safe to go onto my body

- This lesson focuses on labelling body parts and thinking about things like clothes that we wear. If children choose to say words for their private parts, then teacher to introduce language of 'penis' and 'vulva'. Suggest that some families/ people have different names for these parts but they have proper 'grown up' names and these are penis and vulva.
- Do not introduce this vocabulary at this stage unless prompted by the children.

People who help to keep me safe

- Primarily about police, road safety, doctors etc. Remind children about Dawn and other trusted adults in school.

Looking after my special people

- Focuses on families and how they love and care for each other.

Life stages

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- Focuses primarily on plants/ animals e.g. through tadpoles. Does mention mother as having the egg/ seed.

Where do babies come from?

Mentions mother as having 'seed' and 'Daddy' sperm

Quote from lesson plan:

Sometimes the baby comes from its birth mummy and daddy, as in this case (described above).

Sometimes another person is their mummy or daddy or special person. This is called adoption or surrogacy; it's one of the reasons why sometimes children look like their parents and sometimes they don't.

- Wording updated to include breastfeeding from mother's breasts/ bottle feeding (2026)

Me and my body - girls and boys

Introduces 'private parts and links to pantosaurus NSPCC.

Quote from lesson:

- Why are girls' bodies and boys' bodies different? (Because one day, if we want to, they are needed to have children. We need tiny eggs from the woman's body and tiny seeds called sperm from the man's body to make a baby.)

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Year 1

Lessons requiring adaptation/ supplementary materials

Why we have classroom rules

- Refer to school's vision and values that are consistent and same throughout school

Our feeling

- Be mindful/ sensitive to any pupils who may be undergoing a significant loss/ bereavement at the time/ in recent history

Our special people balloons

- Encourage children to think about people who are special e.g. family but also friends, special groups e.g. rainbows/ the church they belong to

How are you listening?

- Refer also to school vision/ values and learning behaviours in class e.g. be co-operative

Harold's school rules

- Reiterating same message as above so could be omitted/ light touch as appropriate

Who can help?

- Ensure that children are clear who can help them - parents, welfare staff, Dawn and teachers.

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Good or bad touches?

- Link to NSPCC website. Useful resources for children to access.
- Vocab list updated to include scrotum (2026)

Catch it! Bin it! Kill it!

- Link to frequent handwashing and hand sanitiser

Who can help (2)?

- Ensure that children are clear who can help them - parents, welfare staff, Miss McCloy and teachers.

Keeping privates private

- Lesson focus is primarily on privacy
- Supplement with NSPCC 'pants' rule
- Focus on toileting and wiping yourself and keeping toileting private.
- Teacher to introduce language of 'penis' and 'vulva'. Suggest that some families/ people have different names for these parts but they have proper 'grown up' names and these are penis and vulva.

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Year 2

Lessons requiring adaptation/ guidance

Our ideal classroom

- Refer to school's vision and values as appropriate

Types of bullying

- Focus on being kind and looking after each other.
- Don't need to go through definitions of bullying, teacher would instead focus on bullying types of behaviour e.g. pushing, shoving saying unkind things or sending unkind message and that this is not a one off. Also about what bullying is not.

My special people

- Remind children that groups they belong to e.g. church may also be very special to them
- Remind children about trusted adults in school

What should Harold say?

- Remind children about trusted adults in school

I don't like that!

- Hugs and kisses from family and friends.
- Teacher to focus on what the children and their examples rather than giving them examples.

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- Remind children (light touch) about NSPCC rule

Some secrets should never be kept

Do not teach this lesson. Instead merge with session - 'should I tell?' and introduce children to the idea that a secret should make you feel happy e.g. what we have bought someone for Christmas and there should always be a time when we will tell everyone e.g. on Christmas day. Surprises should not make you feel uncomfortable or only be between 2 people or not be able to tell anyone ever.

My body, your body

Teacher to focus on what is similar/ different as per lesson plan. May be helpful to say that we don't 'show' our private parts but that sometimes a mummy, doctor may need to look to keep us healthy or other people may see our bodies e.g. our family when we get in/ out of bath.

2026 - Wording updated to include explanation of all private parts.

Respecting privacy

Focuses on belongings and bedroom spaces rather than body privacy.

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Year 3

Lessons requiring supplementary materials/ guidance

Family and friends

- Lesson focuses on different types of families e.g. adoption, fostering, step-families and same sex relationships.
- Focus that families are people who love and care for each other but that families might look different from each other and we must respect this.
- Teacher support for clarification if issue is raised by children: marriage is a legal joining of two people as partners in a relationship (man and woman, man and man, woman and woman). Christian definition of marriage is the legal joining of a man and woman in the eyes of God.

Help or harm

- Be mindful of 'heavy' vocabulary. Focus instead on healthy/ unhealthy choices on a generic level.

Earning money

- Be mindful of pupils whose parents may not work

Getting on with your nerves!

- Links to cooperation and learning behaviours

Secret or surprise?

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- Introduce children to the idea that a secret should make you feel happy e.g. birthday surprise for mum and there should always be a time when we will tell everyone e.g. on mum's birthday. Surprises should not make you feel uncomfortable or only be between 2 people or not be able to tell anyone ever.
- Reiterate to children that 'unsafe' secrets should be told to a trusted adult and ensure children know who these are.

My Changing body

Do not teach this lesson - moved to year 5

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Year 4

Year 4 lessons requiring additional guidance/ supplementary materials

An email from Harold

- Introduces vocabulary e.g. guilty/ ashamed and threatened. Teacher needs to make sure these words are explained in context.

Islands

- Reinforcing PANTS rule
- Remind children that they can go to trusted adults in school for help and support.

What would I do?

- Mentions older or online friends - ensure children understand that they should always feel comfortable around their friends and that their family and other people know about them.

The people we share our world with

- Ensure that stereotypes are not reinforced

That is such a stereotype!

- Do not deliver in class - to be delivered as key stage 2 school assembly with HT/ DHT lead.
- Focus on sensitively dealing with answers may come from children e.g. if they say someone at home drinks a lot. Teacher to keep a balanced view point e.g. some people do it, some people don't that is their choice. It is important that we don't do it too much as it can be unhealthy. Smoking is an unhealthy choice and ask for suggestions of what are healthy choices e.g. eating fruit and veg, exercising.

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- Focus on not worrying children if they say their parent does drink/ smoke. Instead ask group about what healthy choices are.

Why pay taxes?

- Be mindful of pupils whose parents may not work

Making choices

- Omit the last box that asks pupils to choose what humans can never do - don't want to promote silly ideas!

All change! And Preparing for periods

Move to Year 5 curriculum

Together

- Discussion around marriage and different types of marriage and relationships.
- Teacher support: *Christian view of marriage is that of marriage between a man and a woman in the eyes of God.

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Year 5

Lessons requiring supplementary guidance

Spending wisely

- Links to fair trade

Local Councils

- Consider visitors relevant to this lesson

My School Community

- Make clear links to school vision and values and links to local Church

Independence and responsibility

- Teacher to be mindful if any children in their class are young carers or take on additional responsibilities

Is it true?

- Uses David Walliams' book 'The Boy in the Dress' to ask children to share their opinions on quotes from the book.
- Glossary need not be referred to other than for Teacher's background subject knowledge

Dear Hetty

Do not teach this lesson

Vaping - healthy or unhealthy May have already been covered with previous units

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Dear Ash

- Letter hints at a tense home situation and child worried that Dad is angry and may become violent. This must be handled sensitively
- Letter hints at older sibling stealing alcohol and child is worried about it.
- Must be made clear to children that they can talk to trusted adults in school

Stop, start, stereotypes

- Do not teach this lesson due to reinforcing stereotypes
- See alternative lesson plan (devised by school)

Changing Bodies and Feelings and Growing up and changing bodies

Do not follow lesson plan

Information to be taught

Puberty - the following will be taught:

- Hormone changes - this is as a result of changes in your brain and hormones that then lead to changes in your body. Hormones may make you moody, sensitive, upset, teary
- Personal hygiene - body odour, deodorant, showering more,
- Physical changes
- Girls - breasts grow (choose to wear bra), hips widen, height increase, periods begin, hair growing between legs, under arms, spots on face

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- Boys - height increases, chest and shoulders grow bigger, body hair on face (shaving), under arm pits, between legs, penis and testicles grow in size, penis may become larger (erection) voice deepens, semen begin to be produced (discharge and wet dreams)
- Periods and menstruation - headaches and stomach cramps may precede a period. Go through physical changes inside fallopian tubes, womb, discharge etc during menstruation. Worries that might occur. Show sanitary towel/ tampon. Where to access towels in school and how to dispose of them.

Clarify:

- Emphasis everyone is unique and special and that changes start at different times, progress at different rates and everyone's unique genetic code determines what a person will be like as an adult.
- It may be that you start to develop earlier or later than your friends and not to worry.
- Provide a chance for question/ answer sessions
- Sessions to be taught in separate groups i.e. boys separate to girls but both groups will be taught the same materials. This is to allow for different questions to be explored without fear e.g. girls may dependent on the cohort, this may be taught by class teacher, another member of staff, learning mentor or school nurse.
- Follow up session: how can we show respect to each other during puberty

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Year 6

Lessons requiring supplementary/ additional Guidance

Don't force me

- Discusses forced marriage - video from childline (cartoon) and is appropriate. Also, discusses marriage as a public demonstration of a relationship. People in a relationship may choose to get married or not to get married. Marriage is a free choice and legal age of marriage is 16 with parental permission in England and 18 otherwise.

Not appropriate to discuss activity 2.

Marriage is a legal joining of two people as partners in a relationship (man and woman, man and man, woman and woman).

*Church of England definition of marriage is the legal joining of a man and woman in the eyes of God.

Acting Appropriately

- Statements are all ok to use but should be used mindfully. Scenarios for children to consider if they would feel comfortable or not and what they should do if they felt uncomfortable (e.g. tell a trusted adult) This would also be important if a friend confided in them. Introduces FGM as a scenario for children to consider if touch was appropriate or not.
- Questions box after session for any concerns

Tolerance and respect

- Make links explicit to school vision and values and Christian Values

To share or not to share?

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- Lesson discusses sexting and the importance of not sending such messages. Reiterates that once shared, videos/ images can then be shared without your consent and can be seen by people you don't know or people who may be unkind.
- Video is NSPCC 'I saw your willy' cartoon. Focuses on how images we send do not remain private
- Reiterates that it is illegal to share such images.

Drugs: It's the law!

Do not teach these session - covered in next session in more appropriate way.

What's the risk

Scenario where children are asked if typing 'sex' into google is safe. Reiterate that this is unsafe as we cannot control what images/ information will appear and so it may not be something we want to see/ may make us uncomfortable.

Scenario where boys says he likes Justin Bieber and tells his friends - is this safe/ not safe. Safe because he is telling his friends something about his feelings

Media manipulation

- links to fake news/ under representation of some groups on social media.

Pressure online

NSPCC video (Lucy and the Boy) cartoon video exploring the idea that who we send messages to might not be the actual person they say they are. Age appropriate and useful

Is this normal?

Move this lesson to when puberty is taught in Year 5.

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Is this normal? - Do not teach this lesson materials online instead for parents - online for parents

Making Babies - Do not teach this lesson - available online as support for parents