

New Swannington Primary School



RSE Policy

Approved: 24/08/26

Issue Date: 24/08/26

Next Review Date	Actual Review Date	Reviewed By	Changes made to Policy	Date & Minute No.	Chair of Governors Signature
24/08/29					

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support pupils' mental well-being to ensure they have the knowledge and capability to take care of themselves and to seek or receive support if problems arise.
- Teach pupils the 'protected characteristics' to prevent discrimination as it is against the law to discriminate against anyone because of:
 1. Age
 2. Gender reassignment
 3. Being married or in a civil partnership
 4. Being pregnant or on maternity leave
 5. Race including colour, nationality, ethnic or national; origin
 6. Religion or belief
 7. Sex
 8. Sexual orientation <https://www.gov.uk/discrimination-your-rights>

2. Statutory Requirements.

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017 ([Children and Social Work Act 2017 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2017/62/section/34)) .

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996 ([Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/56/section/403)).

We must also have regard to our legal duties set out in:

- Section 406 and 407 of the Education Act 1996
- Part 6, Chapter 1 of the Equality Act 2010 [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/151/part/6/chapter/1)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At New Swannington Primary School, we teach RSE as set out in the policy.

3. Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultations – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultations – parents/carers and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

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

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents/carers, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

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

At New Swannington Primary School we follow the curriculum provided by Coram Life Education Scarf which works in line with the PSHE Association.

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

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

Curriculum

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

We have developed the curriculum in consultation with parents/carers/ pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of the policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born (Year 6).

For more information regarding our RSE curriculum and science curriculum see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, make pupils feel:
 1. Safe and supported
 2. Able to engage with the key messages.

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 1. A whole class setting
 2. Small groups or targeted sessions

3. 1 – to – 1 discussion
 4. Digital formats
- Consider the level of adaptation needed.

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is aid to pupils. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 1. Are age-appropriate
 2. Are in line with the pupils' developmental stage
 3. Comply with:
 - This policy
 - The Teachers' Standards [Teachers' standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/teaching-standards-for-qualified-teacher-status)
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on what they are going to say and their position of the issues to be discussed.
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers when necessary.
- Use of external agencies such as Coram Scarf Education Life Bus and NSPCC Speak Out Stay Safe programme.

We will not, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme.

8. Roles and responsibilities

8.1 The Governing Board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The governing board has delegated the approval of this policy to Andrea Cave.

8.2 The Headteacher

The headteacher is responsible for ensuring that the RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

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

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

Those responsible for teaching RSE at New Swannington Primary School are:

- Mrs G Hall – Class Teacher
- Mrs L Purdy – Class Teacher and Deputy Headteacher
- Miss E White – Class Teacher
- Mrs C Gower – Class Teacher
- Miss R Conn – Class Teacher
- Miss L Plant – Class Teacher
- Mrs L Browne - Class Teacher
- Mrs W Harris – Class Teacher
- Mrs R Hitchcock – HLTA
- Mr W Johnson – HLTA

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

The science curriculum at New Swannington Primary School (in line with all maintained schools) includes content on human development, including reproduction, which there is no right to withdraw from.

10. Training

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

11. Monitoring arrangements

The delivery of RSE is monitored by Wendy Harris through:

- Learning walks
- Book looks
- Pupil questionnaires
- Staff questionnaires

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Wendy Harris every two years. At every review, the policy will be approved by the governing board.

New Swannington Primary School RSE Curriculum Map

Relationships Education

Statutory Requirement	SCARF lesson plans that support the teaching and learning of this
That families are important for children growing up because they can give love, security and stability.	• R Where do babies come from? • R Life stages - plants, animals, humans • R Looking after my special people • R Caring for our world • R All about me • R What makes me special • R Me and my special people • R Who can help me? • R Same and different families • R Safe indoors and outdoors • R Getting bigger • Y1 Who are our special people? • Y2 My special people • Y3 Family and friends • Y4 Friend or acquaintance? • Y4 My feelings are all over the place! • Y6 Dan's day (OPTIONAL) • Y6 Advertising friendships! • Y6 Joe's story (part 2) (OPTIONAL) • Y6 What's the risk? (2)
2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	• R People who help to keep me safe • R Life Stages: Human life stage - who will I be? • R Same and different families • R Who can help me? • R My feelings • R Me and my special people • R Looking after my special people • Y1 Taking care of a baby • Y1 Who are our special people? • Y2 My special people • Y3 Family and friends • Y3 Looking after our special people • Y4 Friend or acquaintance? • Y4 My feelings are all over the place! • Y5 Help! I'm a teenager - get me out of here! • Y6 Dan's day (OPTIONAL) • Y6 Helpful or unhelpful? Managing change
3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should	• R Looking after my special people • R Where do babies come from? • R Me and my special people

respect those differences and know that other children's families are also characterised by love and care.	• R What makes me special • R All about me • R Same and different families • R Life Stages: Human life stage - who will I be? • R Getting bigger • Y1 Same or different? • Y1 Who are our special people? • Y1 Our special people balloons • Y2 My special people • Y3 Family and friends • Y3 Let's celebrate our differences • Y4 My feelings are all over the place! • Y4 The people we share our world with • Y4 What would I do? • Y4 Together • Y5 The land of the Red People • Y6 Don't force me • Y6 Making babies
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	• R Getting bigger • R Life Stages: Human life stage - who will I be? • R Same and different families • R Who can help me? • R Where do babies come from? • R Looking after my special people • Y1 Same or different? • Y1 Who are our special people? • Y1 Our special people balloons • Y2 My special people • Y3 Family and friends • Y4 My feelings are all over the place! • Y4 Together • Y5 Help! I'm a teenager - get me out of here! • Y6 Don't force me • Y6 Making babies • Y6 Advertising friendships!
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	• R Life Stages: Human life stage - who will I be? • Y4 Together • Y6 Don't force me
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	• R People who help to keep me safe • R My feelings (2) • R Who can help me? • R My feelings • Y1 Who can help? (2) • Y1 Surprises and secrets • Y1 Good or bad touches? • Y1 Who can help? (1) • Y3 Family and friends

	• Y5 Growing up and changing bodies • Y6 Helpful or unhelpful? Managing change • Y6 Don't force me
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Caring Friendships

Statutory Requirement	SCARF lesson plans that support the teaching and learning of this
How important friendships are in making us feel happy and secure, and how people choose and make friends.	• R Who can help me? • R All about me • R Me and my special people • R Same and different • R I am a friend • R Looking after my friends • Y1 Good friends • Y2 Being a good friend • Y3 Friends are special • Y3 Looking after our special people • Y3 Relationship tree • Y4 Together • Y4 Friend or acquaintance? • Y4 Can you sort it? • Y5 It could happen to anyone (OPTIONAL) • Y5 How good a friend are you? • Y5 Qualities of friendship • Y6 Advertising friendships! • Y6 Dan's day (OPTIONAL) • Y6 Joe's story (part 2) (OPTIONAL)
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	• R Looking after my friends • R Bouncing back when things go wrong • R Yes, I can! • R I am a friend • R I am caring • R Same and different • R My feelings (2) • R Who can help me? • Y1 How are you listening? • Y1 Pass on the praise! • Y1 Good friends • Y1 Who can help? (1) • Y1 Unkind, tease or bully? • Y1 Who can help? (2) • Y1 Harold has a bad day • Y1 It's not fair! • Y2 Being a good friend • Y3 Friends are special • Y3 Looking after our special people • Y3 Relationship tree • Y4 Together

	• Y4Friend or acquaintance? • Y4Ok or not ok? (part 1) • Y4Ok or not ok? (part 2) • Y4An email from Harold! • Y4Can you sort it? • Y4Making choices • Y5Being assertive • Y5Give and take • Y5How good a friend are you? • Y5It could happen to anyone (OPTIONAL) • Y5Qualities of friendship • Y5Relationship cake recipe • Y6Joe's story (part 2) (OPTIONAL) • Y6What's the risk? (1) • Y6Joe's story (part 1) (OPTIONAL) • Y6Dan's day (OPTIONAL) • Y6Solve the friendship problem • Y6Advertising friendships! • Y6 OK to be different
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	• R Who can help me? • R Same and different • R I am caring • R I am a friend • R Looking after my friends • Y1Good friends • Y1Who can help? (1) • Y1It's not fair! • Y1Who can help? (2) • Y1Unkind, tease or bully? • Y2A helping hand • Y2When someone is feeling left out • Y2Being a good friend • Y2An act of kindness • Y3How can we solve this problem? • Y4Ok or not ok? (part 1) • Y4An email from Harold! • Y4The people we share our world with • Y4Can you sort it? • Y4Keeping ourselves safe • Y5Being assertive • Y5Qualities of friendship • Y5Give and take • Y5It could happen to anyone (OPTIONAL) • Y5How good a friend are you? • Y5The land of the Red People • Y5Relationship cake recipe • Y6Joe's story (part 2) (OPTIONAL) • Y6What's the risk? (1) • Y6Joe's story (part 1) (OPTIONAL) • Y6Advertising friendships!

	• Y6Solve the friendship problem • Y6Dan's day (OPTIONAL)
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.	• Y1How are you listening? • Y1Who can help? (1) • Y1It's not fair! • Y1Harold has a bad day • Y1Surprises and secrets • Y1Unkind, tease or bully? • Y1Who can help? (2) • Y2Solve the problem • Y3How can we solve this problem? • Y3Friends are special • Y4Can you sort it? • Y4What would I do? • Y4Ok or not ok? (part 1) • Y4Ok or not ok? (part 2) • Y4Together • Y5Relationship cake recipe • Y5Qualities of friendship • Y5How good a friend are you? • Y6Solve the friendship problem • Y6Advertising friendships! • Y6Joe's story (part 2) (OPTIONAL)
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	• R My feelings (2) • R Who can help me? • R My feelings • Y1How are you listening? • Y1Pass on the praise! • Y2Getting on with others • Y2Solve the problem • Y3Friends are special • Y3Relationship tree • Y4Together • Y4Can you sort it? • Y4How dare you! • Y4My feelings are all over the place! • Y4What would I do? • Y4Keeping ourselves safe • Y4Ok or not ok? (part 2) • Y4Ok or not ok? (part 1) • Y4Islands • Y5Qualities of friendship • Y5It could happen to anyone (OPTIONAL) • Y5Ella's diary dilemma • Y5Being assertive • Y5Relationship cake recipe • Y5Decision dilemmas • Y6Assertiveness skills • Y6What's the risk? (1)

	• Y6Joe's story (part 1) (OPTIONAL) • Y6Advertising friendships! • Y6Solve the friendship problem
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Respectful Relationships

Statutory Requirement	SCARF lesson plans that support the teaching and learning of this
The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	• R Me and my special people • R What makes me special • R All about me • R Same and different • R I am a friend • R Same and different families • R Same and different homes • R Getting bigger • R I'm special, you're special • R Looking after my friends • R Where do babies come from? • Y1Pass on the praise! • Y1How are you listening? • Y1Same or different? • Y2What makes us who we are? • Y3How can we solve this problem? • Y3Let's celebrate our differences • Y3Respect and challenge • Y3Zeb • Y3Our friends and neighbours • Y3For or against? • Y3Thanks • Y4Together • Y4Ok or not ok? (part 2) • Y4Ok or not ok? (part 1) • Y4Friend or acquaintance? • Y4The people we share our world with • Y4Under pressure • Y4Can you sort it? • Y4What makes me ME! • Y4Making choices • Y4What would I do? • Y5Spot bullying • Y5Kind conversations • Y5Being assertive • Y5Qualities of friendship • Y5Happy being me • Y5The land of the Red People • Y5Help! I'm a teenager - get me out of here! • Y5Is it true? • Y5Stop, start, stereotypes • Y6We have more in common than not

	• Y6Tolerance and respect for others • Y6Don't force me • Y6What's the risk? (1) • Y6Behave yourself • Y6Joe's story (part 1) (OPTIONAL) • Y6Media manipulation • Y6I look great! • Y6Is this normal? • Y6OK to be different • Y6Respecting differences • Y6Boys will be boys? - challenging gender stereotypes
Practical steps they can take in a range of different contexts to improve or support respectful relationships.	• R I am caring • R I am a friend • R Bouncing back when things go wrong • R Being helpful at home and caring for our classroom • Y1Same or different? • Y1Why we have classroom rules • Y1Harold has a bad day • Y1It's not fair! • Y2How do we make others feel? • Y2Our ideal classroom (1) • Y2What makes us who we are? • Y2An act of kindness • Y3Let's celebrate our differences • Y3Zeb • Y3Thunks • Y3For or against? • Y3Our friends and neighbours • Y4Ok or not ok? (part 1) • Y4Human machines • Y4The people we share our world with • Y4My feelings are all over the place! • Y4What makes me ME! • Y4Can you sort it? • Y4What would I do? • Y5Ella's diary dilemma • Y5Kind conversations • Y5Qualities of friendship • Y5Happy being me • Y5Help! I'm a teenager - get me out of here! • Y5The land of the Red People • Y5Is it true? • Y6Tolerance and respect for others • Y6Assertiveness skills • Y6Respecting differences • Y6Boys will be boys? - challenging gender stereotypes • Y6Behave yourself

	• Y6I look great!
The conventions of courtesy and manners.	• R I am a friend • R I am caring • R Same and different homes • R What makes me special • R Being helpful at home and caring for our classroom • R Caring for our world • Y1Harold's school rules • Y1Pass on the praise! • Y1It's not fair! • Y1Harold has a bad day • Y1Why we have classroom rules • Y2Our ideal classroom (2) (OPTIONAL) • Y2An act of kindness • Y2Getting on with others • Y3Friends are special • Y3Respect and challenge • Y3Zeb • Y3Thunks • Y3For or against? • Y4Ok or not ok? (part 1) • Y4How do we make a difference? • Y4Can you sort it? • Y4In the news! • Y4What would I do? • Y5Qualities of friendship • Y5Happy being me • Y5Help! I'm a teenager - get me out of here! • Y5Relationship cake recipe • Y6Respecting differences
The importance of self-respect and how this links to their own happiness.	• R What makes me special • R All about me • R Same and different • R I'm special, you're special • Y4Keeping ourselves safe • Y4What makes me ME! • Y4How dare you! • Y4Ok or not ok? (part 2) • Y5Happy being me • Y5Qualities of friendship • Y5Ella's diary dilemma • Y5Kind conversations • Y5Relationship cake recipe • Y5Help! I'm a teenager - get me out of here! • Y5The land of the Red People • Y6Assertiveness skills • Y6I look great! • Y6Media manipulation

	• Y6Behave yourself • Y6Joe's story (part 1) (OPTIONAL) • Y6What's the risk? (1)
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	• R Looking after my friends • R Looking after my special people • R Same and different • R All about me • Y1Pass on the praise! • Y1Harold's school rules • Y1Who can help? (1) • Y1Taking care of something • Y1Who can help? (2) • Y1Unkind, tease or bully? • Y1Harold has a bad day • Y2Don't do that! • Y2Bullying or teasing? (OPTIONAL) • Y2Types of bullying • Y2Getting on with others • Y3Zeb • Y4Safety in numbers • Y4The people we share our world with • Y4Can you sort it? • Y4What would I do? • Y4Ok or not ok? (part 2) • Y4Ok or not ok? (part 1) • Y4How do we make a difference? • Y5Qualities of friendship • Y5Happy being me • Y5Taking notice of our feelings • Y5Kind conversations • Y5Ella's diary dilemma • Y5The land of the Red People • Y5Relationship cake recipe • Y6Don't force me • Y6Assertiveness skills • Y6We have more in common than not • Y6Tolerance and respect for others • Y6Acting appropriately • Y6Joe's story (part 2) (OPTIONAL) • Y6Respecting differences • Y6Behave yourself
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.	• Y1Who can help? (1) • Y1Unkind, tease or bully? • Y1Who can help? (2) • Y2Bullying or teasing? (OPTIONAL) • Y2Don't do that! • Y2Getting on with others • Y2Types of bullying • Y3Let's celebrate our differences

	• Y3Zeb • Y4Safety in numbers • Y4What would I do? • Y4Keeping ourselves safe • Y4How dare you! • Y4Under pressure • Y5Spot bullying • Y5Happy being me • Y5Is it true? • Y5Stop, start, stereotypes • Y6Acting appropriately • Y6We have more in common than not • Y6Boys will be boys? - challenging gender stereotypes • Y6OK to be different • Y6I look great! • Y6Behave yourself • Y6What's the risk? (1)
What a stereotype is, and how stereotypes can be unfair, negative or destructive.	• R Me and my body - girls and boys • Y3Zeb • Y3Family and friends • Y4That is such a stereotype! • Y5Is it true? • Y5Stop, start, stereotypes • Y5Happy being me • Y6Media manipulation • Y6Two sides to every story • Y6Boys will be boys? - challenging gender stereotypes
The importance of permission-seeking and giving in relationships with friends, peers and adults.	• R Listening to my feelings • R Me and my body - girls and boys • R Looking after my friends • Y1Sharing pictures • Y1Surprises and secrets • Y1Good or bad touches? • Y2I don't like that! • Y3None of your business! • Y4Islands • Y4Secret or surprise? • Y5Growing up and changing bodies • Y5Ella's diary dilemma • Y6Think before you click! • Y6It's a puzzle (OPTIONAL) • Y6Assertiveness skills • Y6Don't force me • Y6Fakebook friends

Online Relationships

Statutory Requirements	SCARF lesson plans that support the teaching and learning of this
That people sometimes behave differently online, including by pretending to be someone they are not.	• Y1Sharing pictures • Y2Playing games • Y3None of your business! • Y3I am fantastic! • Y4Ok or not ok? (part 2) • Y5Spot bullying • Y5Play, like, share • Y6Fakebook friends • Y6Joe's story (part 2) (OPTIONAL) • Y6What's the risk? (2) • Y6To share or not to share? • Y6Pressure online • Y6Media manipulation
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.	• Y1Sharing pictures • Y2Playing games • Y3Relationship tree • Y3None of your business! • Y3Zeb • Y3Let's celebrate our differences • Y4Ok or not ok? (part 2) • Y4How do we make a difference? • Y4How dare you! • Y4Can you sort it? • Y5Spot bullying • Y5Communication (OPTIONAL) • Y5Play, like, share • Y5Is it true? • Y6We have more in common than not • Y6Think before you click! • Y6I look great! • Y6It's a puzzle (OPTIONAL)
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	• R Keeping safe online • Y1Sharing pictures • Y2Playing games • Y3Super Searcher • Y3None of your business! • Y4How do we make a difference? • Y4Traffic lights (OPTIONAL) • Y4Picture wise • Y4Keeping ourselves safe • Y5Communication (OPTIONAL) • Y5Spot bullying • Y5Play, like, share • Y5Is it true? • Y6What's the risk? (2)

	• Y6To share or not to share? • Y6Pressure online • Y6Think before you click! • Y6It's a puzzle (OPTIONAL)
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	• Y1Sharing pictures • Y2Playing games • Y3Super Searcher • Y3Recount task • Y3None of your business! • Y4Danger, risk or hazard? • Y4In the news! • Y4Can you sort it? • Y4Making choices • Y5Fact or opinion? • Y5Play, like, share • Y5Is it true? • Y6Pressure online • Y6Think before you click! • Y6It's a puzzle (OPTIONAL)
How information and data is shared and used online.	• Y1Sharing pictures • Y2Playing games • Y3Super Searcher • Y3None of your business! • Y3Raisin challenge (1) (OPTIONAL) • Y4Raisin challenge (2) • Y4That is such a stereotype! • Y4In the news! • Y4Traffic lights (OPTIONAL) • Y4Picture wise • Y5Spot bullying • Y5Is it true? • Y5Play, like, share • Y6To share or not to share? • Y6Pressure online • Y6It's a puzzle (OPTIONAL)

Being Safe

Statutory Requirement	SCARF lesson plans that support the teaching and learning of this
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	• Y1Good or bad touches? • Y1Surprises and secrets • Y1Harold's school rules

	• Y1Sharing pictures • Y2Playing games • Y2Some secrets should never be kept • Y2Fun or not? • Y2What should Harold say? • Y2Should I tell? • Y2How safe would you feel? • Y3Safe or unsafe? • Y3Dan's dare • Y3None of your business! • Y3Raisin challenge (1) (OPTIONAL) • Y4Raisin challenge (2) • Y4What would I do? • Y4How dare you! • Y4Secret or surprise? • Y4Islands • Y5Taking notice of our feelings • Y5Would you risk it? • Y5Independence and responsibility • Y5Ella's diary dilemma • Y5Play, like, share • Y5Is it true? • Y6Acting appropriately • Y6What's the risk? (2) • Y6Pressure online • Y6To share or not to share? • Y6OK to be different • Y6Think before you click! • Y6What's the risk? (1) • Y6It's a puzzle (OPTIONAL)
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	• R Keeping safe online • R Me and my body - girls and boys • Y1Sharing pictures • Y1Surprises and secrets • Y1Good or bad touches? • Y2Should I tell? • Y2Playing games • Y2Some secrets should never be kept • Y2My body, your body • Y2Respecting privacy • Y3Secret or surprise? • Y3The Risk robot • Y4Secret or surprise? • Y4How do we make a difference? • Y5Dear Ash • Y5Growing up and changing bodies • Y5Ella's diary dilemma • Y6It's a puzzle (OPTIONAL) • Y6To share or not to share?

	• Y6What's the risk? (2) • Y6Acting appropriately
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	• R Listening to my feelings • R Life Stages: Human life stage - who will I be? • R Me and my body - girls and boys • Y1Keeping privates private • Y2Should I tell? • Y2What should Harold say? • Y2I don't like that! • Y2How safe would you feel? • Y2Some secrets should never be kept • Y2Fun or not? • Y3Body space • Y4Secret or surprise? • Y4Islands • Y5Taking notice of our feelings • Y5Growing up and changing bodies • Y6Making babies • Y6Acting appropriately • Y6Don't force me • Y6Pressure online • Y6To share or not to share?
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	• R People who help to keep me safe • Y1Surprises and secrets • Y2I don't like that! • Y2What should Harold say? • Y2Some secrets should never be kept • Y3None of your business! • Y3Danger or risk? • Y3Safe or unsafe? • Y4Secret or surprise? • Y4Danger, risk or hazard? • Y5Taking notice of our feelings • Y5Dear Ash • Y5Play, like, share • Y6Don't force me • Y6Acting appropriately • Y6What's the risk? (2) • Y6Pressure online • Y6It's a puzzle (OPTIONAL) • Y6Joe's story (part 1) (OPTIONAL)
How to recognise and report feelings of being unsafe or feeling bad about any adult.	• R Who can help me? • R People who help to keep me safe • R Listening to my feelings • R Keeping safe online • R Safe indoors and outdoors • R What's safe to go onto my body

	• Y1Who can help? (2) • Y1Good or bad touches? • Y1Surprises and secrets • Y1Thinking about feelings • Y1Our feelings • Y1Who can help? (1) • Y2How safe would you feel? • Y2Should I tell? • Y2Fun or not? • Y3None of your business! • Y3Safe or unsafe? • Y3The Risk robot • Y4Secret or surprise? • Y4Islands • Y4Danger, risk or hazard? • Y5Dear Ash • Y5Taking notice of our feelings • Y6What's the risk? (1) • Y6Don't force me • Y6Acting appropriately • Y6Pressure online • Y6To share or not to share?
How to ask for advice or help for themselves or others, and to keep trying until they are heard.	• R Same and different • R Keeping safe online • R Listening to my feelings • R People who help to keep me safe • R Looking after my friends • Y1Sharing pictures • Y1Surprises and secrets • Y2Playing games • Y2Feeling safe • Y3Raisin challenge (1) (OPTIONAL) • Y3Safe or unsafe? • Y4Who helps us stay healthy and safe? • Y4How dare you! • Y5Dear Ash • Y6Making babies • Y6Joe's story (part 1) (OPTIONAL) • Y6Behave yourself • Y6Acting appropriately
How to report concerns or abuse, and the vocabulary and confidence needed to do so.	• R Listening to my feelings • R Me and my body - girls and boys • Y1Keeping privates private • Y1Surprises and secrets • Y1Good or bad touches? • Y2Feeling safe • Y3My changing body • Y3Safe or unsafe? • Y3Body space

	• Y4Who helps us stay healthy and safe? • Y4Secret or surprise? • Y4Safety in numbers • Y4All change! • Y5Changing bodies and feelings • Y5Dear Ash • Y5Taking notice of our feelings • Y6Making babies • Y6Joe's story (part 1) (OPTIONAL) • Y6Is this normal? • Y6Acting appropriately • Y6Don't force me • Y6To share or not to share?
Where to get advice e.g. family, school and/or other sources.	• R Who can help me? • R People who help to keep me safe • Y1Good or bad touches? • Y1Surprises and secrets • Y2Feeling safe • Y3Safe or unsafe? • Y3Helping each other to stay safe • Y4Who helps us stay healthy and safe? • Y5Taking notice of our feelings • Y5Dear Ash • Y6Making babies • Y6Acting appropriately

Physical Health and Mental Well-being (Health Education)

Mental Well-being

Statutory Requirement	SCARF lesson plans that support the teaching and learning of this
That mental wellbeing is a normal part of daily life, in the same way as physical health.	• Y1Our feelings • Y4Different feelings • Y5How good a friend are you? • Y6Rat Park • Y6Dan's day (OPTIONAL) • Y6Five Ways to Wellbeing project • Y6Fakebook friends
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.	• R My feelings • R My feelings (2) • R Bouncing back when things go wrong • R Yes, I can! • Y1Our feelings • Y1Harold loses Geoffrey • Y1Thinking about feelings • Y1Feelings and bodies

	• Y2How are you feeling today? • Y2I don't like that! • Y2Sam moves away • Y2Let's all be happy! • Y2Some secrets should never be kept • Y3My special pet (OPTIONAL) • Y4Moving house • Y4Secret or surprise? • Y4Different feelings • Y5How good a friend are you? • Y5How are they feeling? • Y5Our emotional needs • Y6Helpful or unhelpful? Managing change • Y6Dan's day (OPTIONAL)
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.	• R Yes, I can! • R Bouncing back when things go wrong • R My feelings • R My feelings (2) • R Same and different • R What's safe to go onto my body • Y1Thinking about feelings • Y1Our feelings • Y1Feelings and bodies • Y2How are you feeling today? • Y2My day • Y2When I feel like erupting • Y2How do we make others feel? • Y2Harold's picnic • Y2An act of kindness • Y3My special pet (OPTIONAL) • Y3None of your business! • Y4An email from Harold! • Y4Moving house • Y4Different feelings • Y4Ok or not ok? (part 1) • Y4Ok or not ok? (part 2) • Y4Secret or surprise? • Y4When feelings change (OPTIONAL) • Y4My feelings are all over the place! • Y5Our emotional needs • Y5How good a friend are you? • Y5How are they feeling? • Y6Rat Park • Y6I look great! • Y6Dan's day (OPTIONAL) • Y6OK to be different
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	• Y1Our feelings • Y1Thinking about feelings • Y2When I feel like erupting

	• Y3My special pet (OPTIONAL) • Y3None of your business! • Y4Different feelings • Y4Islands • Y4How dare you! • Y4My feelings are all over the place! • Y4When feelings change (OPTIONAL) • Y5Our emotional needs • Y5How are they feeling? • Y6Rat Park • Y6Joe's story (part 1) (OPTIONAL) • Y6Dan's day (OPTIONAL) • Y6Helpful or unhelpful? Managing change
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	• Y2Harold's picnic • Y3My community • Y3Our helpful volunteers • Y4Volunteering is cool (OPTIONAL) • Y5Mo makes a difference • Y6Rat Park • Y6Community art (OPTIONAL) • Y6Action stations! (OPTIONAL) • Y6Five Ways to Wellbeing project
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	• R My feelings (2) • R My feelings • Y1Feelings and bodies • Y1Who are our special people? • Y4An email from Harold! • Y6Rat Park • Y6Five Ways to Wellbeing project • Y6Advertising friendships! • Y6Helpful or unhelpful? Managing change • Y6Joe's story (part 1) (OPTIONAL)
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	• R My feelings • R My feelings (2) • Y1Thinking about feelings • Y1Our feelings • Y1Feelings and bodies • Y2When someone is feeling left out • Y4An email from Harold! • Y6Rat Park • Y6Joe's story (part 1) (OPTIONAL) • Y6Five Ways to Wellbeing project
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	• Y1Who can help? (1) • Y1Unkind, tease or bully? • Y1Who can help? (2) • Y3Let's celebrate our differences • Y3Zeb

	• Y4Under pressure • Y5Communication (OPTIONAL) • Y5Spot bullying
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).	• R My feelings (2) • R My feelings • R Who can help me? • Y2Let's all be happy! • Y4Moving house • Y5Our emotional needs • Y6Helpful or unhelpful? Managing change • Y6Rat Park
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	• Y5Our emotional needs

Internet Safety and Harms

Statutory Requirements	SCARF lesson plans that support the teaching and learning of this
That for most people the internet is an integral part of life and has many benefits.	• Y1<u>Sharing pictures</u> • Y2<u>Playing games</u> • Y3<u>Super Searcher</u> • Y5<u>Play, like, share</u> • Y6<u>It's a puzzle (OPTIONAL)</u>
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.	• Y2<u>Playing games</u> • Y3<u>Raisin challenge (1) (OPTIONAL)</u> • Y4<u>Raisin challenge (2)</u> • Y4<u>That is such a stereotype!</u> • Y4<u>Danger, risk or hazard?</u> • Y4<u>SCARF hotel</u> • Y4<u>In the news!</u> • Y5<u>Is it true?</u> • Y5<u>Play, like, share</u> • Y6<u>Boys will be boys? - challenging gender stereotypes</u> • Y6<u>Five Ways to Wellbeing project</u> • Y6<u>Media manipulation</u> • Y6<u>I look great!</u>
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.	• Y1<u>Sharing pictures</u> • Y2<u>Playing games</u> • Y3<u>None of your business!</u> • Y3<u>Super Searcher</u> • Y4<u>SCARF hotel</u>

	• Y4<u>Traffic lights (OPTIONAL)</u> • Y4<u>Picture wise</u> • Y5<u>Play, like, share</u> • Y5<u>Is it true?</u> • Y6<u>To share or not to share?</u> • Y6<u>It's a puzzle (OPTIONAL)</u>
Why social media, some computer games and online gaming, for example, are age restricted.	• Y3<u>As a rule</u> • Y5<u>Star qualities?</u> • Y5<u>Spot bullying</u> • Y6<u>Think before you click!</u> • Y6<u>It's a puzzle (OPTIONAL)</u> • Y6<u>Fakebook friends</u>
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.	• Y1<u>Sharing pictures</u> • Y2<u>Playing games</u> • Y3<u>None of your business!</u> • Y3<u>Zeb</u> • Y3<u>Let's celebrate our differences</u> • Y4<u>Picture wise</u> • Y4<u>Under pressure</u> • Y4<u>That is such a stereotype!</u> • Y5<u>Is it true?</u> • Y5<u>Play, like, share</u> • Y5<u>Spot bullying</u> • Y6<u>Think before you click!</u> • Y6<u>Media manipulation</u> • Y6<u>It's a puzzle (OPTIONAL)</u> • Y6<u>To share or not to share?</u>
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	• Y3<u>Super Searcher</u> • Y3<u>Recount task</u> • Y3<u>Raisin challenge (1) (OPTIONAL)</u> • Y4<u>Raisin challenge (2)</u> • Y4<u>That is such a stereotype!</u> • Y4<u>In the news!</u> • Y5<u>Fact or opinion?</u> • Y5<u>What's the story?</u> • Y5<u>Smoking: what is normal? (OPTIONAL)</u> • Y5<u>Vaping: healthy or unhealthy?</u> • Y5<u>Is it true?</u> • Y6<u>What's the risk? (2)</u> • Y6<u>Fakebook friends</u> • Y6<u>Two sides to every story</u> • Y6<u>Boys will be boys? - challenging gender stereotypes</u>
Where and how to report concerns and get support with issues online.	• Y1<u>Sharing pictures</u> • Y2<u>Playing games</u> • Y3<u>None of your business!</u> • Y4<u>In the news!</u>

	• Y5<u>Play, like, share</u> • Y6<u>To share or not to share?</u> • Y6<u>It's a puzzle (OPTIONAL)</u> •
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Physical Health and Fitness

Statutory Requirements	SCARF lesson plans that support the teaching and learning of this
The characteristics and mental and physical benefits of an active lifestyle.	• Y1Healthy me • Y2My body needs... (OPTIONAL) • Y4SCARF hotel
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.	• R Move your body • Y2My day • Y4SCARF hotel • Y5What's the story? • Y6Five Ways to Wellbeing project
The risks associated with an inactive lifestyle (including obesity).	• Y1Healthy me • Y4Danger, risk or hazard? • Y5What's the story? • Y6Five Ways to Wellbeing project
How and when to seek support including which adults to speak to in school if they are worried about their health.	• R Keeping Myself Safe - What's safe to go into my body (including medicines) • Y1Inside my wonderful body! (OPTIONAL) • Y4Who helps us stay healthy and safe? • Y6Five Ways to Wellbeing project

Healthy Eating

Statutory Requirements	SCARF lesson plans that support the teaching and learning of this
What constitutes a healthy diet (including understanding calories and other nutritional content).	• R Getting bigger • R Move your body • R Healthy eating • Y1I can eat a rainbow • Y1Eat well • Y2My day • Y2My body needs... (OPTIONAL) • Y3Derek cooks dinner! (healthy eating) • Y4Danger, risk or hazard? • Y4SCARF hotel • Y5What's the story?

The principles of planning and preparing a range of healthy meals.	• R Healthy eating • Y1I can eat a rainbow • Y1Eat well • Y3Derek cooks dinner! (healthy eating) • Y4SCARF hotel
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).	• R Getting bigger • R Keeping Myself Safe - What's safe to go into my body (including medicines) • Y1I can eat a rainbow • Y1Eat well • Y3Derek cooks dinner! (healthy eating) • Y3Alcohol and cigarettes: the facts • Y3Help or harm? • Y4Know the norms (OPTIONAL) • Y4SCARF hotel • Y4Danger, risk or hazard? • Y4Ok or not ok? (part 2) • Y4Ok or not ok? (part 1) • Y6Rat Park • Y6Drugs: it's the law! • Y6Alcohol: what is normal? • Y6Joe's story (part 1) (OPTIONAL) • Y6What sort of drug is...?

Drugs, Alcohol and Tobacco

Statutory Requirements	SCARF lesson plans that support the teaching and learning of this
The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	• R Keeping Myself Safe - What's safe to go into my body (including medicines) • Y1What could Harold do? • Y2Harold's picnic • Y3Alcohol and cigarettes: the facts • Y3Help or harm? • Y4Know the norms (OPTIONAL) • Y4Medicines: check the label • Y4Keeping ourselves safe • Y4Danger, risk or hazard? • Y5'Thunking' about habits (OPTIONAL) • Y5Vaping: healthy or unhealthy? • Y5Smoking: what is normal? (OPTIONAL) • Y5Drugs: true or false? (OPTIONAL) • Y6Alcohol: what is normal? • Y6Drugs: it's the law! • Y6What's the risk? (1) • Y6What sort of drug is...? • Y6Rat Park

Health and Prevention

Statutory Requirements	SCARF lesson plans that support the teaching and learning of this
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	• Y6Five Ways to Wellbeing project
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	• Y4Danger, risk or hazard? • NA Staying safe in the sun
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	• R Move your body • R A good night's sleep • R Keeping Myself Safe - What's safe to go into my body (including medicines) • R Getting bigger • Y1Super sleep • Y1Healthy me • Y2My body needs... (OPTIONAL) • Y4SCARF hotel • Y6Five Ways to Wellbeing project
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	• R What's safe to go onto my body • R A good night's sleep • R Move your body • Y1Healthy me • Y1Harold's wash and brush up • Y2Harold's bathroom • Y6Five Ways to Wellbeing project
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	• R Move your body • R A good night's sleep • R What's safe to go onto my body • Y1Harold's wash and brush up • Y1Catch it! Bin it! Kill it! • Y2Harold's postcard - helping us to keep clean and healthy • Y3Poorly Harold • Y4Medicines: check the label • Y6What is HIV? (OPTIONAL)
The facts and science relating to allergies, immunisation and vaccination.	• Y2Harold's postcard - helping us to keep clean and healthy • Y3Poorly Harold • Y6Five Ways to Wellbeing project • NAAdditional resources library

Basic First-Aid

Statutory Requirements	SCARF lesson plans that support the teaching and learning of this
How to make a clear and efficient call to emergency services if necessary.	• Y1Basic first aid • Y2Basic first aid • Y2Feeling safe • Y3Basic first aid • Y4Basic first aid • Y5Basic first aid, including Sepsis Awareness • Y6Basic first aid, including Sepsis Awareness • Y6Five Ways to Wellbeing project
Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	• Y1Basic first aid • Y2Basic first aid • Y3Basic first aid • Y4Basic first aid • Y5Basic first aid, including Sepsis Awareness • Y6Basic first aid, including Sepsis Awareness • Y6Five Ways to Wellbeing project

Changing Adolescent Body

Statutory Requirements	SCARF lesson plans that support the teaching and learning of this
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	• R Life stages - plants, animals, humans • R Where do babies come from? • R Getting bigger • R Seasons • R Life Stages: Human life stage - who will I be? • Y1Taking care of a baby • Y1Then and now • Y2Haven't you grown! • Y2My body, your body • Y3My changing body • Y4Preparing for changes at puberty • Y4All change! • Y4My feelings are all over the place! • Y5Growing up and changing bodies • Y5Help! I'm a teenager - get me out of here! • Y5Changing bodies and feelings • Y6What's the risk? (2) • Y6Making babies • Y6I look great! • Y6Is this normal? • Y6Dan's day (OPTIONAL)
About menstrual wellbeing including the key facts about the menstrual cycle.	• Y3My changing body • Y4Preparing for changes at puberty • Y5Growing up and changing bodies

	• Y6Is this normal? • Y6Making babies • Y3My changing body • Y4Preparing for changes at puberty • Y5Growing up and changing bodies • Y6Is this normal? • Y6Making babies
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