Botley C of E Primary School
Relationship and Sex Education and Health Education Curriculum

A key element of our PSHE provision is delivering the statutory Relationships and Sex Education (RSE) and Health Education curriculum (2026). All of the statutory requirements are covered throughout school in a sensitive and age-appropriate way, through our PSHE scheme of work - 'SCARF' (Safety, Caring, Achievement, Resilience, Friendship).

The table below outlines the statutory requirements for what children should know by the end of their time in Primary School.

Families and people who care for me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as 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. • That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful and kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Mental Wellbeing	1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 5. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 6. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 7. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 8. 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).

	9. 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.
Internet Safety and Harms	1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online
Physical Health and Fitness	1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drug, Alcohol and Tobacco	1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	2. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 3. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 4. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 5. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 6. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 7. the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	1. how to make a clear and efficient call to emergency services if necessary.

	2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

For each year group, the tables below show when each of these statutory objectives are covered within the SCARF curriculum

Year R

Year R	Families and people who care for me						Caring Friendships					Respectful Relationships							Online Relationships					Being Safe							
	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8
Me and My Relationships	■	■	■	■		■	■	■	■		■	■		■	■	■													■			■
Valuing Difference	■	■	■	■			■	■	■			■	■	■	■														■			
Keeping Safe	■	■				■													■			■				■	■	■	■	■	■	■
Rights and Respect	■	■	■	■			■	■	■			■	■	■					■										■			
Being My Best								■					■																			
Growing and Changing	■	■	■	■	■							■						■	■							■	■			■		

Year R	Mental Wellbeing										Internet Safety and Harms							Physical Health and Fitness				Healthy Eating			Drugs, Alcohol and Tobacco	Health and Prevention						Basic First Aid		Changing Adolescent Body	
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	1	2	3	4	1	2	3		1	2	3	4	5	6	1	2	1	2
Me and My Relationships		■	■			■	■		■																										
Valuing Difference			■																																
Keeping Safe			■	■	■																■			■	■			■							
Rights and Respect																																			
Being My Best		■	■																■			■	■					■	■	■					
Growing and Changing																						■		■				■					■		

Year 1

Year 1	Families and people who care for me						Caring Friendships					Respectful Relationships							Online Relationships					Being Safe							
	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8
Me and My Relationships																																
Valuing Difference																																
Keeping Safe																																
Rights and Respect																																
Being My Best																																
Growing and Changing																																

Year 1	Mental Wellbeing										Internet Safety and Harms							Physical Health and Fitness				Healthy Eating			Drugs, Alcohol and Tobacco	Health and Prevention						Basic First Aid		Changing Adolescent Body	
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	1	2	3	4	1	2	3		1	2	3	4	5	6	1	2	1	2
Me and My Relationships																																			
Valuing Difference																																			
Keeping Safe																																			
Rights and Respect																																			
Being My Best																																			
Growing and Changing																																			

Year 2

Year 2	Families and people who care for me						Caring Friendships					Respectful Relationships							Online Relationships					Being Safe							
	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8
Me and My Relationships		■					■	■	■							■	■															
Valuing Difference	■	■	■	■					■	■	■	■	■	■																		
Keeping Safe																			■							■	■	■	■	■			
Rights and Respect											■			■		■	■													■	■	■
Being My Best																																
Growing and Changing									■																	■	■	■	■				

Year 2	Mental Wellbeing										Internet Safety and Harms							Physical Health and Fitness				Healthy Eating			Drugs, Alcohol and Tobacco	Health and Prevention						Basic First Aid		Changing Adolescent Body	
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	1	2	3	4	1	2	3		1	2	3	4	5	6	1	2	1	2
Me and My Relationships		■	■						■																										
Valuing Difference			■				■																												
Keeping Safe		■	■		■																				■										
Rights and Respect			■	■																												■			
Being My Best			■																■			■							■	■	■	■	■			
Growing and Changing		■																																■	

Year 3

Year 3	Families and people who care for me						Caring Friendships					Respectful Relationships								Online Relationships					Being Safe							
	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8
Me and My Relationships		■					■	■	■	■	■	■	■	■											■							
Valuing Difference	■	■	■	■		■						■	■	■			■	■			■											
Keeping Safe																						■	■	■	■	■		■	■	■	■	■
Rights and Respect																							■									■
Being My Best												■	■	■					■	■												
Growing and Changing							■	■			■							■			■	■	■	■	■		■	■	■		■	

Year 3	Mental Wellbeing										Internet Safety and Harms							Physical Health and Fitness				Healthy Eating			Drugs, Alcohol and Tobacco	Health and Prevention						Basic First Aid		Changing Adolescent Body	
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	1	2	3	4	1	2	3		1	2	3	4	5	6	1	2	1	2
Me and My Relationships														■																					
Valuing Difference					■			■							■																				
Keeping Safe											■		■			■								■	■	■									
Rights and Respect					■											■																			
Being My Best																						■	■	■						■				
Growing and Changing			■	■									■		■		■															■	■	■	■

Year 4

Year 4	Families and people who care for me						Caring Friendships					Respectful Relationships								Online Relationships					Being Safe							
	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8
Me and My Relationships								■	■	■	■	■	■	■	■	■	■			■	■											
Valuing Difference	■	■	■				■	■	■	■	■	■	■	■		■		■	■		■		■	■	■		■		■			
Keeping Safe									■		■				■		■				■	■	■	■	■			■	■	■		
Rights and Respect														■		■	■				■	■	■			■				■	■	■
Being My Best								■				■	■		■								■									
Growing and Changing	■	■	■	■	■	■	■	■		■	■	■						■								■	■	■	■	■	■	

Year 4	Mental Wellbeing										Internet Safety and Harms							Physical Health and Fitness				Healthy Eating			Drugs, Alcohol and Tobacco	Health and Prevention						Basic First Aid		Changing Adolescent Body	
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	1	2	3	4	1	2	3		1	2	3	4	5	6	1	2	1	2
Me and My Relationships	■	■	■	■		■	■	■							■									■											
Valuing Difference				■											■	■																			
Keeping Safe				■							■		■		■					■		■			■		■			■					
Rights and Respect																■	■				■														
Being My Best												■	■					■	■				■	■	■			■				■	■		
Growing and Changing		■	■	■					■																									■	■

Year 5

Year 5	Families and people who care for me						Caring Friendships					Respectful Relationships							Online Relationships					Being Safe							
	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8
Me and My Relationships							■	■	■	■	■	■		■	■	■																
Valuing Difference			■				■	■	■	■	■	■	■	■	■	■	■	■			■	■	■	■	■							
Keeping Safe											■	■	■		■	■	■		■	■	■	■	■	■	■	■		■				
Rights and Respect																							■									
Being My Best																									■							
Growing and Changing		■		■		■						■	■	■	■	■			■						■	■	■	■	■	■	■	■

Year 5	Mental Wellbeing										Internet Safety and Harms							Physical Health and Fitness				Healthy Eating			Drugs, Alcohol and Tobacco	Health and Prevention						Basic First Aid		Changing Adolescent Body	
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	1	2	3	4	1	2	3		1	2	3	4	5	6	1	2	1	2
Me and My Relationships	■	■	■	■					■	■																									
Valuing Difference												■	■		■	■																			
Keeping Safe								■			■	■	■	■	■	■	■								■	■									
Rights and Respect					■											■			■	■		■													
Being My Best														■																		■	■		
Growing and Changing		■	■	■																													■	■	■

Year 6

Year 5	Families and people who care for me						Caring Friendships					Respectful Relationships								Online Relationships					Being Safe							
	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8
Me and My Relationships																																
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Year 5	Mental Wellbeing										Internet Safety and Harms							Physical Health and Fitness				Healthy Eating			Drugs, Alcohol and Tobacco	Health and Prevention						Basic First Aid		Changing Adolescent Body	
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	1	2	3	4	1	2	3		1	2	3	4	5	6	1	2	1	2
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