Bidborough Church of England Primary School

Faith in Our Future

PSHE and RSE Policy

Reviewed by	HT and FGB
Date approved	October 2026
Date of next review	Autumn 2029
Policy reference	SCARF and DFE Guidance
Chair of Governors (Co chair)	Emma Leitch & Katherine Cullen
Headteacher	Julie Burton

Our life together at Bidborough Church of England Primary School is rooted in the Christian values of Love, Hope, Forgiveness, Courage, Koinonia (caring and sharing as a community). With these values underpinning all that we do, we expect all to reflect God's Love for one another as part of our school community. In line with our Vision Statement - 'Faith in our Future' - we seek to encourage and build confidence in all children in the school. Where a member of the school is going through challenging times, our hope and wish is that they might have Courage to seek help where appropriate, make right choices, and have Hope for a transformed future. Where specific support for a member of the Bidborough school family is needed we seek to offer it in the spirit of Koinonia, and where there are issues that need attending to, we look for Forgiveness and reconciliation to be part of the solution and way forward.

According to the latest DfE guidance **'**Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.**'** *Relationships Education, Relationships and Sex Education (RSE) and Health Education 2026'.*

Pupils' personal, social, health and emotional development are all promoted in the supportive Christian ethos of this church school, where all are respected, valued and encouraged. It is in the context of the absolute value of all persons, and the infinite love of God, that RSE is taught at Bidborough Church of England Primary School.

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

HOW THIS POLICY WAS DEVELOPED

This policy was written and reviewed by the PSHE & RSE subject lead, developed in consultation with parents, teaching staff, governors and other stakeholders of Bidborough Church of England Primary School. It has been developed in line with DfE guidance: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education (updated September 2026). We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

LEGAL REQUIREMENTS OF SCHOOLS

It is a statutory requirement for primary schools to deliver Relationships Education and Health Education. The Department for Education (DfE) also encourages schools to deliver Sex Education for years 5 and 6, that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

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

WHAT PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION INCLUDING RELATIONSHIPS EDUCATION, IS

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

Our PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful planned thematic PSHE programme, built around a spiral curriculum of recurring themes. This is designed to:

1. Give pupils the knowledge and opportunity to develop the self-esteem, confidence and self-awareness needed to make informed choices and decisions;

2. Encourage and support the development of social skills and social awareness;

3. Enable pupils to make sense of their own personal and social experiences;

4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;

5. Enable effective interpersonal relationships and develop a caring attitude towards others;

6. Encourage a caring attitude towards and responsibility for the environment;

7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;

8. Understand how society works and the laws, rights and responsibilities involved.

Our curriculum looks to embed the 5 ways to wellbeing and ensure all children and adults can implement taught strategies into their daily lives. The 5 ways to wellbeing are: Connect with others, Be Active physically, Take Notice of the present moment, Keep learning new things, Give to others.

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

HOW PSHE EDUCATION, INCLUDING RELATIONSHIPS EDUCATION, IS PROVIDED AND WHO IS RESPONSIBLE FOR THIS

At Bidborough Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. The SCARF Long Term (Yearly) Curriculum Overview can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education. It also incorporates the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

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

Our PSHE subject lead works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.

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

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

We will also supplement the SCARF scheme of work with assemblies and visits from outside speakers, alongside our annual 'Kindness Week' in November (a combination of anti-bullying and inter-faith week). These may cover additional topics such as road and fire safety. Children in Year 6 also have the opportunity to learn about cycling and road safety as part of the 'Bikeability programme.'

WHAT IS BEING TAUGHT?

The SCARF medium term planning document for both Key stage 1 and 2 and the Early Years Foundation Stage can be found in the appendices. The national curriculum for science also includes subject content in related areas such as: the main external body parts, changes in the human body (including puberty) and reproduction (plants and animals)[1].

The Early Years Foundation Stage

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

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;

2. Valuing Difference: a focus on respectful relationships and British values;

3. Keeping Myself Safe: looking at keeping ourselves healthy and safe

4. Rights and Responsibilities: learning about money, living the wider world and the environment;

5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;

6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Relationships Education is taught progressively across the school. By the end of primary education, pupils will have been taught the statutory content set out in current DfE guidance, including the following key areas:

Families and people who care for me

• That families are important for children growing up because they can give love, security and stability.

[1] See: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary (September 2021)

• The characteristics of healthy 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 others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

• 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.

• That marriage and civil partnerships represents 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.

• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

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

• That not every child will have the friendships they would like at all times; that most people feel lonely sometimes; and that it is important to talk to a trusted person when feeling lonely.

• 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.

• 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.

Respectful, kind relationships

• 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.

• Practical steps they can take in a range of different contexts to improve or support respectful relationships.

• The conventions of courtesy and manners.

• The importance of self-respect and how this links to their own happiness.

• That setting and respecting healthy boundaries in relationships with friends, family, peers and adults. They develop skills to communicate effectively, manage conflict with kindness and respect, express their needs appropriately and be assertive. Pupils also learn to recognise the difference between being assertive and being controlling.

• 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.

• 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.

• What a stereotype is, and how stereotypes can be unfair, negative or destructive, contribute to bullying or prejudice and how these can be challenged.

• The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships, safety and awareness

• That people sometimes behave differently online, including by pretending to be someone they are not.

• 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.

• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

• How information and data is shared and used online.

• That people online may pretend to be someone else, including pretending to be a child, and how to recognise and report harmful contact.

• That social media services have minimum age requirements and why these restrictions exist.

• The importance of using privacy and location settings and being cautious about sharing personal information online.

• That information, words and images shared online can be copied and circulated and may be impossible to remove completely.

• How to resist pressure to share information or images online and where to seek help if something online causes worry or concern.

Being safe

• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

• 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.

• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

• How to recognise and report feelings of being unsafe or feeling bad about any adult.

• How to ask for advice or help for themselves or others, and to keep trying until they are heard.

• How to report concerns or abuse, and the vocabulary and confidence needed to do so.

• Where to get advice e.g. family, school and/or other sources.

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

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

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

HOW PSHE EDUCATION, INCLUDING RELATIONSHIPS EDUCATION, IS TAUGHT

Whole class PSHE lessons are taught by children's class teacher once a week. A range of interactive teaching methods are used to engage the pupils and ensure depth of understanding, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and an anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on the school's website.

Additional support can provided to children experiencing difficulties with any of the PSHE themes on a one-to-one basis, via our Learning Mentor. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

Ground rules and distancing techniques

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

• Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.

• No one (teacher or pupil) should be expected to answer a personal question.

• No one will be forced to take part in a discussion.

• Only the correct names for body parts will be used.

• Meanings of words will be explained in a sensible and factual way.

Dealing with questions

• Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.

• Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way that does not encourage inappropriate responses or giggling and silliness.

• Pupils should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.

• If a verbal question is too personal the teacher should remind the pupils of the ground rules.

• If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.

• Teachers should not be drawn into providing more information than is appropriate to the age of the child.

• Pupils must not be given the impression that teenagers inevitably have sex, the view that sex should be between two people who are mature enough to make informed decisions should be emphasised.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Relationship and Health education Leader concerned. If a teacher is concerned that a pupil is at risk of sexual abuse the Head teacher should be informed and the usual child protection procedures followed.

HOW PSHE EDUCATION IS MONITORED, EVALUATED AND ASSESSED

We use two methods of monitoring and assessing learning within PSHE at Bidborough Primary School:

SCARF Progress

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

SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

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

The PSHE education subject lead completes evaluation and improvement cycles in which teaching and learning of the subject is evaluated. Areas of strength and areas for development are identified.

The PSHE education subject lead has specially-allocated management time, enabling them to review evidence of the children's work, lessons, monitor any assessments made and gather pupil/teacher voice.

HOW THE DELIVERY OF THE CONTENT WILL BE MADE ACCESSIBLE TO ALL PUPILS

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

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

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

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

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is likely that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Whilst our PSHE curriculum will not explicitly teach children about GLBP relationships, we will where appropriate refer to the fact that there are different types of families within our community and that they all deserve respect. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

PARENTAL CONCERNS AND WITHDRAWAL OF STUDENTS

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

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

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

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

DISSEMINATION OF THE POLICY

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

POLICY REVIEW AND DEVELOPMENT PLAN

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

SOURCES OF FURTHER INFORMATION

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (September 2021)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)

- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following policies and documentation:

- Child Protection policy
- Confidentiality policy
- Online Safety Policy
- Anti-bullying policy
- DfE 'Keeping children safe in education' (2026)

USEFUL RESOURCES

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools https://www.coramlifeeducation.org.uk/

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

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

The Primary National Curriculum for Science

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films (password protected).

The Sex Education Forum RSE Policy Guidance:

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

Appendix 1

PSHE Curriculum overview

	Term 1 Me and My Relationships	Term 2 Valuing Difference	Term 3 Being my best	Term 4 Growing and Changing	Term 5 Keeping Safe	Term 6 Rights and Responsibilities
R	All about me What makes me special Me and my special people Who can help me? My feelings	I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	Bouncing back when things go wrong Yes, I can! Healthy eating 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	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
1	Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	Sane or different Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons	I can eat a rainbow Eat well 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	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
2	Our ideal classroom How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that Bullying or teasing?	What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem	You can do it! My day Harold's postcard Harold's bathroom What does my body do? My body needs… Basic first aid	A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Some secrets should never be kept	Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell?	Getting on with others when I feel like erupting feeling safe playing games Harold saves for something special Harold goes camping How can we look after our environment
3	As a rule Looking after our special people How can we solve a problem? Tangram team challenge Friends are special Thunks Dan's dare My special pet	Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb	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	Safe or unsafe? Danger or risk? The risk robot Super searcher Help or harm Alcohol or cigarettes: the facts Raisin challenge	Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project Let's have a tidy up!

4	Human machines Ok or not ok? An email from Harold! Different feelings When feelings change Under pressure	Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands	What makes me ME! Making choices SCARF hotel Harold's seven R's My school community Basic first aid Volunteering is cool	Moving house My feelings are all over the place! All change Preparing for changes at puberty Secret or surprise? Together	Danger, risk or hazard? How dare you? Keeping ourselves safe Raisin challenge Picture wise Medicines: check the label Know the norms Traffic lights	Who helps us stay healthy and sfe? It's your right How do we make a difference? In the news! Safety in numbers Harold's expenses Why pay taxes? Logo quiz
5	Collaboration challenge! Give and take Communication How good a friend are you? Relationship cake recipe Our emotional needs Being assertive	Qualities of friendship Kind conversations Happy being me The land of the red people Is it true? Stop, start, stereotypes It could happen to anyone	It all adds up! Different skills My school community Independence and responsibility Star qualities? Basic first aid: including sepsis	How are the feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager – get me out of here! Dear Hetty	Spot bullying Play, like, share Decision dilemmas Vaping: healthy or unhealthy? Would you risk it? Ella's diary dilemma 'Thunking' about habits Drugs: true or false? Smoking: what is normal?	What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver! Local councils
6	Working together Let's negotiate Solve the friendship problem Dan's day Behave yourself Assertiveness skills Don't force me Acting appropriately	OK to be different We have more in common than not Resecting differences Tolerance and respect for others Advertising friendships! Boys will be boys!	This will be your life! Our recommendations What's the risk? Basic first aid Five ways to wellbeing project	I look great! Media manipulation Pressure online Helpful or unhelpful? Managing change Is this normal? Making babies What is HIV?	Think before you click! It's a puzzle To share and not to share? Rat park What sort of drug is…? Alcohol: what is normal? Joe's story	Two sides to every story Fakebook friends What's it worth? Jobs and taxes Happy shoppers Action stations Democracy in Britain Community art