

ELMHURST

Elmhurst School

Relationship and Sex Education and PSHE Policy

This policy applies to all pupils in the school, including in the EYFS

bellevue

Created: August 2022

Reviewed August 2024

Next Review: August 2025

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To give parents and carers a more in-depth look at certain aspects of the curriculum, we have included details of one of the units taught across the school, along with some sample material:

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Scope of this policy

1 Policy Context and Rationale

1.1 This policy covers all pupils and year groups within the school, including the EYFS and sets out the School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships delivery.

1.2 It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:

- 1.2.1 departmental review and feedback
- 1.2.2 departmental training via the PSHE Association
- 1.2.3 ongoing parent focus groups
- 1.2.4 student voice
- 1.2.5 wellbeing surveys
- 1.2.6 ongoing feedback from pastoral teams

1.3 PSHE education provides a significant contribution to the schools' responsibility to:

- 1.3.1 promote children and young people's wellbeing
- 1.3.2 achieve the whole curriculum aims
- 1.3.3 promote community cohesion
- 1.3.4 provide relationships education

1.4 The policy is informed and underpinned by the School's values of being kind, curious, respectful, determined and brave. The PSHE and Relationships programme aims to develop pupils who:

- 1.4.1 understand the meaning of and value of life, to appreciate the values of a family life;
- 1.4.2 understand that love is central to, and the basis of meaningful relationships;
- 1.4.3 understand themselves, their physical and emotional development;
- 1.4.4 are able to reflect on their relationships and recognise the qualities that help relationships to grow and develop positively, behave responsibly within sexual and personal relationships;
- 1.4.5 develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- 1.4.6 have the confidence and self-esteem to value themselves and others;
- 1.4.7 communicate effectively;
- 1.4.8 neither exploit or be exploited;
- 1.4.9 access confidential advice and support;
- 1.4.10 enjoy learning, making progress and achieving;
- 1.4.11 are able to live safe, healthy and fulfilling lives;
- 1.4.12 are responsible citizens who make a positive contribution to society;
- 1.4.13 understand fundamental British Values and uphold these throughout the curriculum. Our pupils are taught explicitly about British Values which are defined as:

- democracy & the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through citizenship and the School's broad and balanced curriculum.

1.5 Parents will be informed about the policy via email communication and the policy will be made available through the school website.

2 Legislation (Statutory Regulations and Guidelines)

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

2.3.2 LGBTQ+ (protected characteristics) inclusion is required as part of the statutory Relationships Education, [Relationship and Sex Education and Health Education curriculum](#) and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE para 204). Please refer to the Equal Opportunities Policy.

3 Roles and Responsibilities

3.1 From September 2020, PSHE and RSE delivery across all of the School sites will be monitored by the Head of PSHE and Assistant Head (Pastoral). Each school has its own PSHE lead to ensure contextual and appropriate delivery at each key stage. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RE program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

3.2 Governance will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well led, effectively managed and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways which are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4 Curriculum Design

4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

<i>School</i>	Elmhurst School
<i>Person(s) Responsible</i>	David Brook - Assistant Head (Pastoral) and Head of PSHE
<i>Implementation of Curriculum</i>	-Curriculum time delivered by class teachers and Mr Brook

	<ul style="list-style-type: none"> - Use of SCARF as a source of PSHE and Relationships content and scope - Weekly, timetabled lessons via a spiral programme -PSHE is taught through other subjects/curriculum areas e.g. Computing/Drama - PSHE delivered through whole school and extended timetable activities e.g. assemblies - PSHE enabled through specific projects e.g. awareness days/weeks - Through involvement in the life of the school and wider community - PSHE through pastoral care and guidance. <p>-All content required to be covered by the national curriculum will have associated material available for children to refer back to; leaflets, books, suggested website etc.</p> <p>- 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. The teachers will also use a range of skills, including distancing techniques and the 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 our website.</p>
<p><i>Best Practice in PSHE</i></p>	<p>Any new topic in PSHE will be introduced taking into account pupils’ prior knowledge and will complement, not replicate learning in other subjects. Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire. Pupils will be reassured that the majority of young people make positive healthy lifestyle choices. Pupils are helped to make connections between PSHE education and their ‘real life’ experiences, including online contexts. Curriculum design around online presence and social media will link to our e-safety and safeguarding policy.</p>

5 Safe and Effective Practice

5.1 PSHE and RSE often draw on pupils’ real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School’s Child Protection and Safeguarding Policy.

5.2 Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2023 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college’s behaviour policy, the Equal Opportunities policy and pastoral support system, as well as by a planned programme of evidence-based RSHE*

delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy

6 Equality of Opportunity

6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and Relationships programme to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and Relationships delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

6.2 Relationships education takes account of the faith of individual pupils as well as the nature of the faith of the school, whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

6.3 Parents have the right to withdraw their children from those parts of the Relationships programme not within the national curriculum. Further details of this can be found in Section 10.

7 Definition of Relationships and Sex Education (RSE)

7.1 Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, diverse families, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

7.2 RSE is an entitlement for all children and young people and must:

7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief, protected characteristics or other life-experience particularly HIV status and pregnancy;

7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.

7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

8 Responsibilities and Delivery Overview

<i>Job role</i>	<i>Person(s) responsible</i>
Assistant Head (Pastoral)	David Brook
PSHE Lead	David Brook
Relationships Co-ordinator	David Brook
Science Co-ordinator	David Brook

The focus during PSHE and Relationship learning in Elmhurst School focuses on:

- the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;
- differences in families and their structure and respect for the individual circumstances of families.

It addresses the relationships between:

- physical health and mental well being
- the balance of online and other activities
- emotion and the ability to express emotions

Unlike Relationships education, sex education is not compulsory for pupils receiving primary education, although, following consultation with parents, we do include a lesson in Year 6 around Sex Education.

Elmhurst School follows the SCARF scheme of work, including its approach to and definition of sex education:

There is very little in the SCARF programme that is non-statutory. Following SCARF, we interpret sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory and included in either Health Education or National Curriculum Science. The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse as well as IVF in our Year 6 Making Babies lesson.

Parents have the right to withdraw their child from this sex education lesson (refer to section 10 for more information about withdrawal).

9 Managing difficult questions:

9.1 Having an open forum which encourages confidence and security is vital in PSHE and Relationship lessons. The school believes that pupils should have their questions answered in a sensible and matter of fact manner. However, there may be times when a question is asked which may be inappropriate to answer publicly, these questions may be addressed outside the lesson time. Teachers will use their skill and discretion in these situations and refer to the Assistant Head (Pastoral) or the Head, if necessary.

10 Parents' right to withdraw their child

10.1 Parents/carers have the right to request to withdraw their children from non-statutory 'sex education' lessons. They do not have a right to withdraw their children from those aspects of sex education which are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with the Assistant Head (Pastoral).

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

10.3 Parents/carers 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.

10.4 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. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regard to relationships and sex alongside the information they receive at school.

10.5 We will continually work in active partnership with parents, value their views and keep them informed about PSHE and Relationships provision. If a parent has any concerns about the provision, we will take time to address these concerns and allay any fears they may have.

11 Intended Outcomes

11.1 As a result of our PSHE and Relationships programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future

11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers

11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives

11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health

11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives

- 11.1.6 Develop skills such as teamwork, communication and resilience
- 11.1.7 Be encouraged to make positive contributions to their families, schools and communities
- 11.1.8 Explore differences and learn to value diversity in all its forms
- 11.1.9 Reflect on their own individual values and attitudes
- 11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively
- 11.1.11 Understand the importance to our bodies and health of eating healthily.

12 Monitoring and Assessing

12.1 The effectiveness of the PSHE and Relationships provision will be evaluated through annual governance and half termly summative assessments, carried out by PSHE teachers.

12.1.1 We use three methods of monitoring and assessing learning within the PSHE and Relationships programme at Elmhurst School:

12.1.11 SCARF Progress

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

12.1.12 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.

12.1.13 Wearing my SCARF

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

12.1.2 This method of recording also enables the teacher to make an annual assessment of progress for each child. We pass this information on to the next teacher at the end of each year.

12.1.3 The monitoring of the standards of children's work and of the quality of PSHE and RE education is the responsibility of the Assistant Head (Pastoral). This also involves supporting colleagues in the teaching of PSHE and Relationships education and being informed about current developments in the subject.

12.1.4 The teaching and learning of the subject is evaluated annually by the Assistant Head (Pastoral) and the Head. Areas for development are also identified.

12.1.5 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for the PSHE and Relationships programme to ensure it is up to date and relevant.

13 Confidentiality

13.1 PSHE and Relationship lessons will be conducted in a sensitive manner within a secure and safe environment. Sometimes, pupils may wish to make a disclosure to a member of staff. Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

See Safeguarding Children Policy, Anti Bullying Policy, Parent/Staff Communication Policy.

14 Counselling Services

14.1 Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

15 Outside Speakers

15.1 Please refer to Section 16 of the Safeguarding policy for details of procedures for Vetting Visiting Speakers.

16 EYFS

16.1 In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.

17 Dissemination of the Policy

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

Should further information about PSHE and Relationships be required, please contact the Assistant Head (Pastoral), Mr David Brook.

18 Sources of Further Information

18.1 This policy should be read in conjunction with the following:

- 18.1.1 School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- 18.1.2 School's own Confidentiality policy
- 18.1.3 School's own Anti-bullying policy
- 18.1.4 School's own Equality, diversity and inclusion policy
- 18.1.5 DfE 'Keeping children safe in education' (2022)

Appendix 1- PSHE Long Term Plan

	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety; Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing feelings Managing change Body changes during puberty How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Relationships Body changes during puberty Sex education Self-esteem

Unit of Work for Relationships Education
'Growing and Changing' Overview

Nursery- Growing and Changing	
	<p style="text-align: center;">Overarching learning intentions across this unit:</p> <p style="text-align: center;">Children will be able to:</p> <ul style="list-style-type: none"> ● Talk about change in the environment; ● Describe the changes in babies, young animals and plants as they grow; ● Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.
<p>Growing and changing in nature</p>	<ul style="list-style-type: none"> ● Describe seasonal changes; ● Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot; ● Describe the life cycle of an animal.
<p>When I was a baby</p>	<ul style="list-style-type: none"> ● Talk about how babies change as they grow; ● Explain what babies need and how this changes as they grow; ● Share their own experiences and listen to those of the others.

Girls, boys and families	<ul style="list-style-type: none"> ● Talk about the similarities and differences between the males and females; ● Begin to play inclusively with their friends, regardless of their sex (if not already doing so); ● Think differently and more openly about what a family may look like.
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Year group	Lesson Topic	Lesson Objective(s)	Notes
<i>Reception</i>	Seasons	<ul style="list-style-type: none"> ● Name the different seasons and describe their differences. ● Explain the changes that occur as seasons change. ● Talk about how they have grown in resilience. 	
	Life stages- plants, animals, humans	<ul style="list-style-type: none"> ● To understand that animals and humans change in appearance over time. ● Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). ● Make observations and ask questions about living things. 	
	Life stages: Human life stages, who will I be?	<ul style="list-style-type: none"> ● Retell a story and respond to questions about it. ● Use the language and describe the different life stages of: baby, child, teenager, adult, older age. ● Talk about their own experience of growing up. 	

	Where do babies come from?	<ul style="list-style-type: none"> • Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others. 	<ul style="list-style-type: none"> • <i>Sample material available</i>
	Getting bigger	<ul style="list-style-type: none"> • Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique. 	
	Me and my body-girls and boys	<ul style="list-style-type: none"> • Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe. 	<ul style="list-style-type: none"> • <i>Sample material available</i>

Year group	Lesson Topic	Lesson Objective(s)	Notes
<i>Year 1</i>	Inside my wonderful body!	<ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain). Understand and explain the simple bodily processes associated with them. 	
	Taking care of a baby	<ul style="list-style-type: none"> Understand some of the tasks required to look after a baby. Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. 	
	Then and now	<ul style="list-style-type: none"> Identify things they could do as a baby, a toddler and can do now. Identify the people who help/helped them at those different stages. 	
	Who can help	<ul style="list-style-type: none"> Explain the difference between teasing and bullying. Give examples of what they can do if they experience or witness bullying. Say who they could get help from in a bullying situation. 	
	Surprises and secrets	<ul style="list-style-type: none"> Explain the difference between a secret and a nice surprise. Identify situations as being secrets or surprises. 	

		<ul style="list-style-type: none"> Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. 	
	Keeping privates private	<ul style="list-style-type: none"> Identify parts of the body that are private. Describe ways in which private parts can be kept private. Identify people they can talk to about their private parts. 	<ul style="list-style-type: none"> <i>Sample material available.</i>

Year group	Lesson Topic	Lesson Objective(s)	Notes
<i>Year 2</i>	A helping hand!	<ul style="list-style-type: none"> To demonstrate simple ways of giving positive feedback to others. 	
	Sam moves away	<ul style="list-style-type: none"> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. 	
	Haven't you grown!	<ul style="list-style-type: none"> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. 	

	My body, your body	<ul style="list-style-type: none"> Identify which parts of the human body are private. Referred to as 'boys' private parts' and 'girls' private parts'. Understand that humans mostly have the same body parts but that they can look different from person to person. 	<ul style="list-style-type: none"> <i>Sample material available</i>
	Respecting privacy	<ul style="list-style-type: none"> Explain what privacy means. Know that you are not allowed to touch someone's private belongings without their permission. Give examples of different types of private information. 	

Year group	Lesson Topic	Lesson Objective(s)	Notes
<i>Year 3</i>	Relationship Tree	<ul style="list-style-type: none"> Identify different types of relationships. Recognise who they have positive healthy relationships with. 	
	Body space	<ul style="list-style-type: none"> Understand what is meant by the term body space (or personal space). Identify when it is appropriate or inappropriate to allow someone into their body space. Rehearse strategies for when someone is inappropriately in their body space. 	

	Secret or surprise?	<ul style="list-style-type: none"> • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. • Recognise how different surprises and secrets might make them feel. • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	

Year group	Lesson Topic	Lesson Objective(s)	Notes
<i>Year 4</i>	Moving house	<ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives. • Explain how the Learning Line can be used as a tool to help them manage change more easily. • Suggest people who may be able to help them deal with change. 	
	My feelings are all over the place	<ul style="list-style-type: none"> • Name some positive and negative feelings. • Understand how the onset of puberty can have emotional as well as physical impact. • Suggest reasons why young people sometimes fall out with their parents. 	

		<ul style="list-style-type: none"> • Take part in a role play practising how to compromise. 	
	All change	<ul style="list-style-type: none"> • Identify parts of the body that males and females have in common and those that are different. • Know the correct terminology for their genitalia. * • Understand and explain why puberty happens. 	<ul style="list-style-type: none"> • <i>Sample material available</i>
	Preparing for periods	<ul style="list-style-type: none"> • Know the key facts of the menstrual cycle. • Understand that periods are a normal part of puberty for girls. • Identify some of the ways to cope better with periods. 	<ul style="list-style-type: none"> • <i>Sample material available</i>
	Secret or surprise?	<ul style="list-style-type: none"> • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. • Recognise how different surprises and secrets might make them feel. • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	
	Together	<ul style="list-style-type: none"> • Understand that marriage is a commitment to be entered into freely and not against someone's will. • Recognise that marriage includes same sex and opposite sex partners. • Know the legal age for marriage in England or Scotland. 	

		<ul style="list-style-type: none"> • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. 	

Year group	Lesson Topic	Lesson Objective(s)	Notes
<i>Year 5</i>	How are they feeling?	<ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings. • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these. • Explain strategies they can use to build resilience. 	
	Taking notice of our feelings	<ul style="list-style-type: none"> • Identify people who can be trusted. • Understand what kinds of touch are acceptable or unacceptable. • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. 	
	Dear Hetty	<ul style="list-style-type: none"> • Explain how someone might feel when they are separated from someone or something they like. 	

		<ul style="list-style-type: none"> • Suggest ways to help someone who is separated from someone or something they like. 	
	Changing bodies and feelings	<ul style="list-style-type: none"> • Know the correct words for the external sexual organs. * • Discuss some of the myths associated with puberty. 	<ul style="list-style-type: none"> • <i>Delivered in single sex groups.</i> • <i>Sample material available.</i>
	Growing up and changing bodies	<ul style="list-style-type: none"> • Identify some products that they may need during puberty and why. • Know what menstruation is and why it happens. 	<ul style="list-style-type: none"> • <i>Sample material available.</i>
	Help! I'm a teenager, get me out of here!	<ul style="list-style-type: none"> • Recognise how our body feels when we're relaxed. • List some of the ways our body feels when it is nervous or sad. • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. 	
	It could happen to anyone	<ul style="list-style-type: none"> • Identify the consequences of positive and negative behaviour on themselves and others. • Give examples of how individual/group actions can impact on others in a positive or negative way. 	
	Stop, start, stereotypes	<ul style="list-style-type: none"> • Recognise that some people can get bullied because of the way they express their gender. 	

		<ul style="list-style-type: none"> • Give examples of how bullying behaviours can be stopped. 	

Year group	Lesson Topic	Lesson Objective(s)	Notes
<i>Year 6</i>	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes. • Suggest positive strategies for dealing with change. • Identify people who can support someone who is dealing with a challenging time of change. 	
	I look great!	<ul style="list-style-type: none"> • Understand that fame can be short-lived. • Recognise that photos can be changed to match society's view of perfect. • Identify qualities that people have, as well as their looks. 	
	Media manipulation	<ul style="list-style-type: none"> • Define what is meant by the term stereotype. • Recognise how the media can sometimes reinforce gender stereotypes. • Recognise that people fall into a wide range of what is seen as normal. • Challenge stereotypical gender portrayals of people 	

	Pressure online	<ul style="list-style-type: none"> • Understand the risks of sharing images online and how these are hard to control, once shared. • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group. • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. 	<ul style="list-style-type: none"> • <i>Sample material available.</i>
	Is this normal?	<ul style="list-style-type: none"> • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. • Suggest strategies that would help someone who felt challenged by the changes in puberty. • Understand what FGM is and that it is an illegal practice in this country. • Know where someone could get support if they were concerned about their own or another person's safety. 	<ul style="list-style-type: none"> • <i>Sample material available.</i>
	Dear Ash	<ul style="list-style-type: none"> • Explain the difference between a safe and an unsafe secret. • Identify situations where someone might need to break a confidence in order to keep someone safe. 	
	Making babies	<ul style="list-style-type: none"> • Identify the changes that happen through puberty that allow sexual reproduction to occur. • Know a variety of ways in which the sperm can fertilise the egg to create a baby. • Know the legal age of consent and what it means. 	

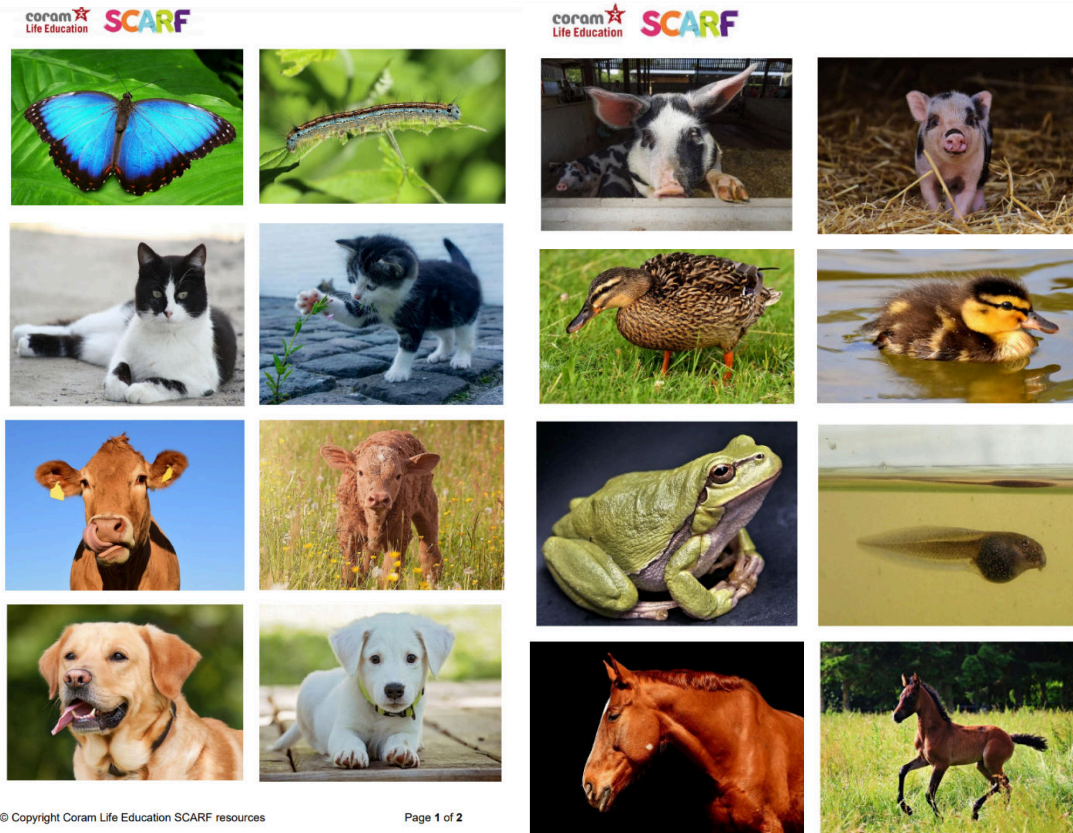
Appendix 3- Sample Material from Growing and Changing Unit

Year	Topic	Learning objectives
Reception	Where do babies come from?	<ul style="list-style-type: none"> • Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others.

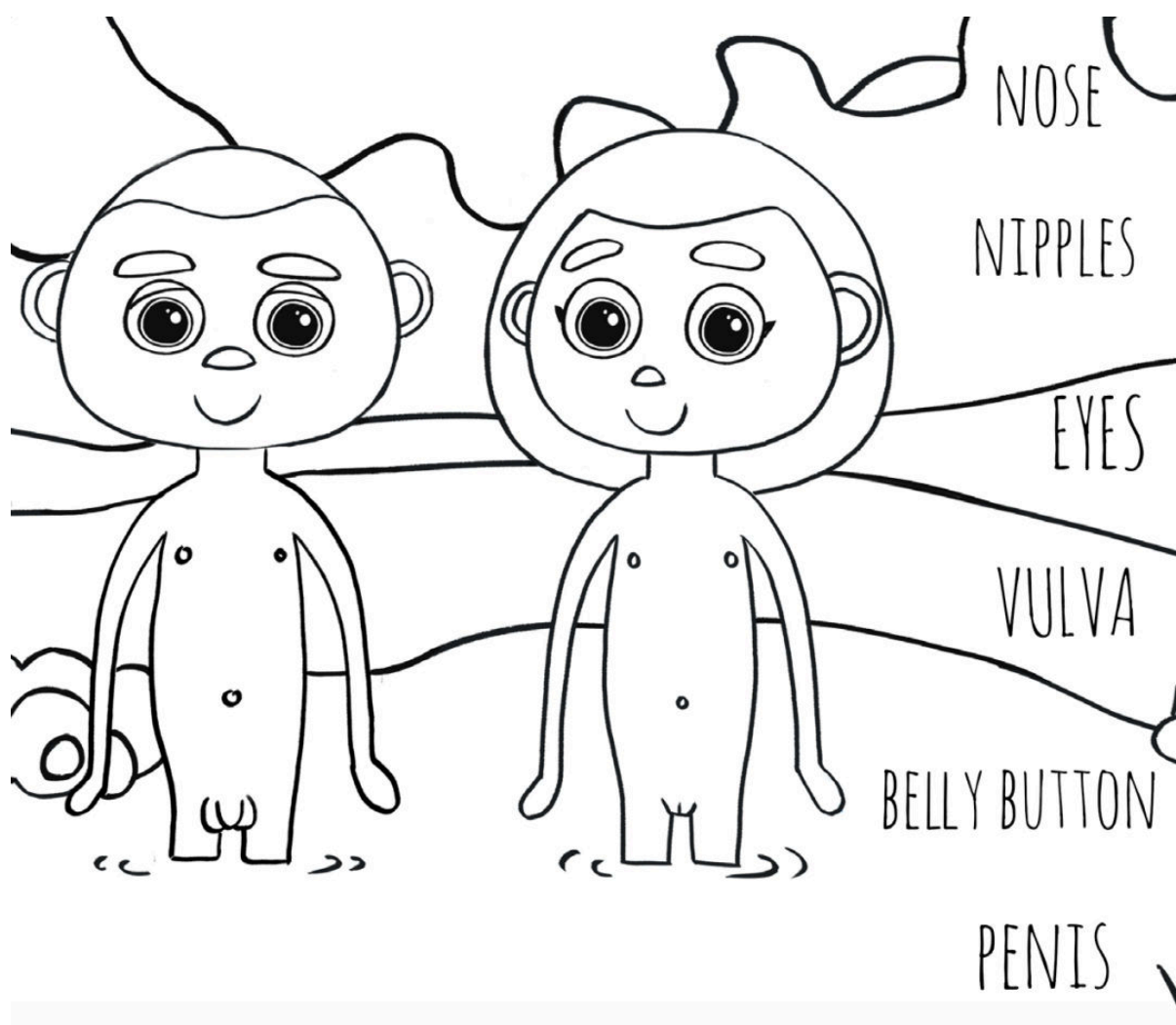
Book to read to children:

There's a House Inside my Mummy by Giles Andrae and Vanessa Cabban.

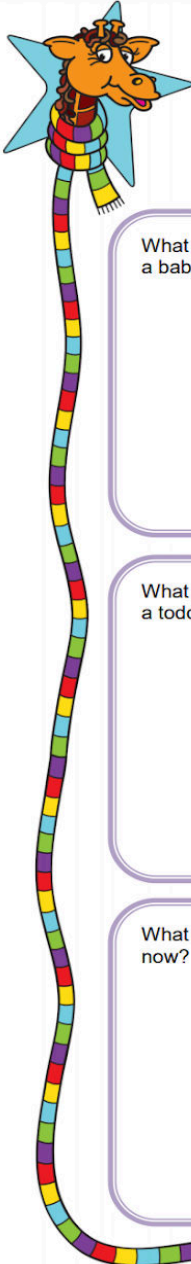
<https://www.youtube.com/watch?v=eglS60CfWQQ>



Year	Topic	Learning objectives
Reception	Me and my body-girls and boys	<ul style="list-style-type: none"> • Name parts of the body using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.




Year	Topic	Learning objectives
Year 1	Keeping privates private	<ul style="list-style-type: none"> • Identify parts of the body that are private. • Describe ways in which private parts can be kept private. • Identify people they can talk to about their private parts.



Activity sheet

Needing the toilet



What could you do as a baby?	Me as a baby	Who helped you as a baby?
What could you do as a toddler?	Me as a toddler	Who helped you as a toddler?
What can you do now?	Me now	Who helps you now?

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Year	Topic	Learning objectives
Year 2	My body, your body	<ul style="list-style-type: none"> Identify which parts of the human body are private. Referred to as 'boys' private parts' and 'girls' private parts'. Understand that humans mostly have the same body parts but that they can look different from person to person.

Search results x Example RSE x Example RSE x Relationships x My body, your x My body, your x Thinking about x Roundhay-RSE x

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My body, your body - Activity sheet - (1).pdf 1 / 1 93%

Activity sheet
My body, your body

head
eyes
ears
nose
nipples
belly button (navel)
vulva
penis
testicles
fingers
knees
toes

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girls' private parts

boys' private parts

Year	Topic	Learning objectives
Year 4	All change	<ul style="list-style-type: none"> • Identify parts of the body that males and females have in common and those that are different. • Know the correct terminology for their genitalia. • Understand and explain why puberty happens.

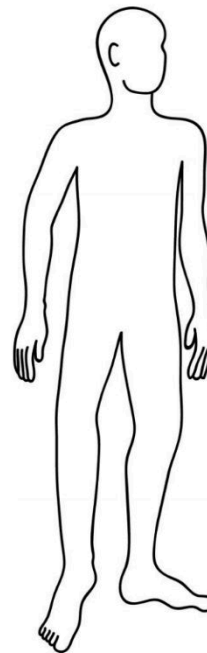
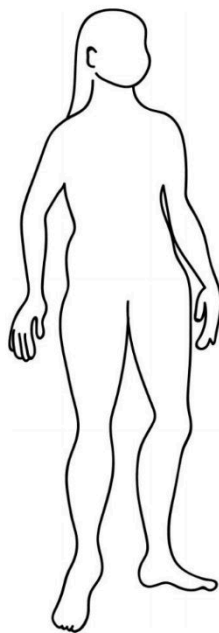
To be labelled with:

- **Female:** vulva, (see note, below*), vagina, ovaries, eggs, womb, clitoris, labia, breasts
- **Male:** penis, testicles, sperm, pubic hair



Activity sheet

Body outlines



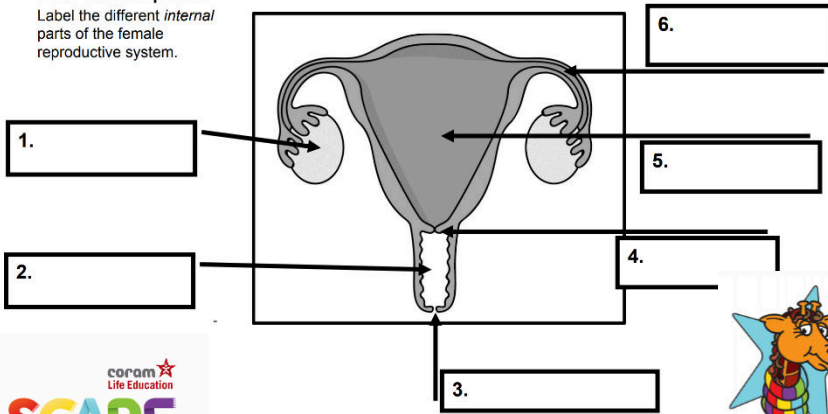
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Year	Topic	Learning objectives
Year 4	My Changing Body	<ul style="list-style-type: none"> Recognise that babies come from the joining of an egg and sperm. Explain what happens when an egg doesn't meet a sperm. Understand that for girls, periods are a normal part of puberty.

Activity sheet

Label the parts

Label the different *internal* parts of the female reproductive system.



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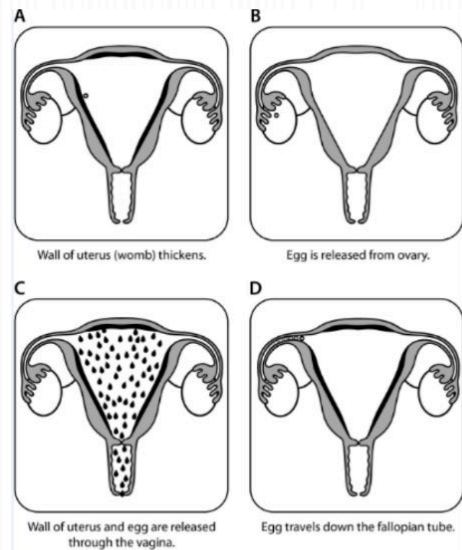
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Activity sheet

Periods positive

Cut out the pictures and arrange them in the correct order. Then stick them onto a blank sheet of paper.



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Year	Topic	Learning objectives
Year 4	Preparing for periods	<ul style="list-style-type: none"> • Know the key facts of the menstrual cycle. • Understand that periods are a normal part of puberty for girls. • Identify some of the ways to cope better with periods.

Video on menstruation using the following link:

<https://kidshealth.org/en/teens/menstruation.html>



Different types of sanitary products



Menstruation Cup



Sanitary Pad (with wings)



Sanitary Pads



Tampon with applicator



Tampon without applicator



Activity sheet

Period Quiz



Read the following 10 statements and decide whether you think they are True or False. Circle the correct answer.

- Girls are born with thousands of eggs inside their ovaries. True False
- It's normal for a girl to start her period anytime between the ages of 8-17. True False
- All girls bleed for the same amount of time when they have their periods. True False
- A period happens because the body has too much blood in it. True False
- If a girl finds period pains very painful, it's best to 'grin and bear' it. True False
- Tampons and sanitary towels come in all shapes and sizes. True False
- Period blood can be smelly once it leaves the body. True False
- It's normal to get moody or grumpy around the time of a period starting. True False
- Tampons can get lost inside the body. True False
- It's a good idea to practice putting tampons in before periods start. True False

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Year	Topic	Learning objectives
Year 5	Changing bodies and feelings	<ul style="list-style-type: none"> Know the correct words for the external sexual organs. Discuss some of the myths associated with puberty.

Labelling female external body parts

Can you correctly label the following diagram, using the words in the box below?



1.

2.

3.

4.

5.

6.

7.

8. Name given to parts 2- 6

* Pubic Hair * Outer Lips * Vaginal Opening * Vulva * Clitoris * *
 Urinary opening * Anus * Inner Lips

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Search results x Example RSE x Example RSE x Changing bodi x Emotions and x Sanitary produ x https://www.c x All About Peri x +

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Emotions and feelings_true or false_ - Activity sheet (c).pdf 1 / 1 93%

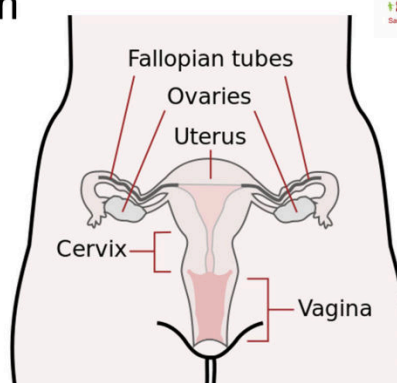
Activity sheet (c)
 Emotions and feelings: true or false?

1. It's normal for a person to put on weight when going through puberty.	2. It is wrong for a person to want to touch their own penis or vulva.
3. If a girl doesn't wear a bra by the time she goes to secondary school something's wrong.	4. You should always talk to someone you trust if you are worried about your body changing.
5. Girls should always shave their body hair when it starts growing.	6. Stretch marks are a sign that someone is getting too fat.
7. If a boy doesn't get wet dreams, there's something wrong with him.	8. If someone is shorter than their friends when they start secondary school, they are always going to be short.
9. If a boy starts getting erections it means he is ready for sex.	10. If a person has a crush on someone it means they want them to be their girlfriend/ boyfriend.

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Year	Topic	Learning objectives
Year 5	Growing up and changing bodies	<ul style="list-style-type: none"> Identify some products that they may need during puberty and why. Know what menstruation is and why it happens.

Female reproductive system



A bag including items which may be regarded as useful when going through puberty: deodorant, menstruation options, spot/facial creams, shower gel, tissues etc.

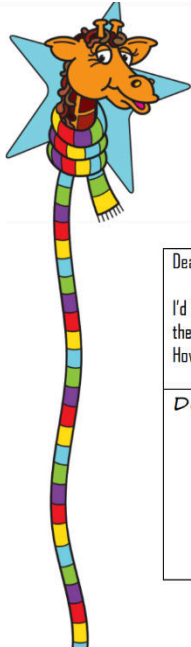
Year	Topic	Learning objectives
Year 6	Pressure online	<ul style="list-style-type: none"> Understand the risks of sharing images online and how these are hard to control, once shared. Understand that people can feel pressured to behave in a certain way because of the influence of the peer group. Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.

Video on the risks of sharing images online using the following link:

<https://www.youtube.com/watch?v=kwcL-VP3FYc>

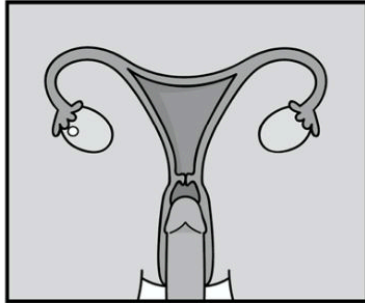
Year	Topic	Learning objectives
Year 6	Is this normal?	<ul style="list-style-type: none"> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. Suggest strategies that would help someone who felt challenged by the changes in puberty.

		<ul style="list-style-type: none"> • Understand what FGM is and that it is an illegal practice in this country. • Know where someone could get support if they were concerned about their own or another person's safety.
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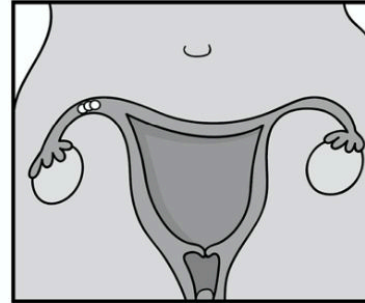


<p>Dear Aunty Agatha,</p> <p>I'd like to choose a different type of sanitary product. However, my mum is the one who pays for them. She says I should use the type she chooses. I love my mum but want to choose for myself. How do I get her to understand?- Esmerelda.</p>
<p>Dear Esmerelda...</p>

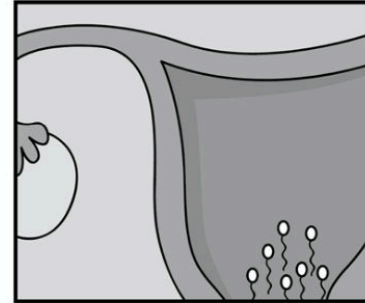
<i>Year</i>	<i>Topic</i>	<i>Learning objectives</i>
Year 6	Making Babies	<ul style="list-style-type: none">• Identify the changes that happen through puberty that allow sexual reproduction to occur.• Know a variety of ways in which the sperm can fertilise the egg to create a baby.• Know the legal age of consent and what it means.



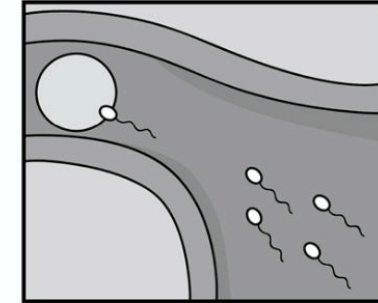
A man and woman have sexual intercourse. All this happens at the time of the month when the woman's body is releasing an egg from the ovary. This is called ovulation.



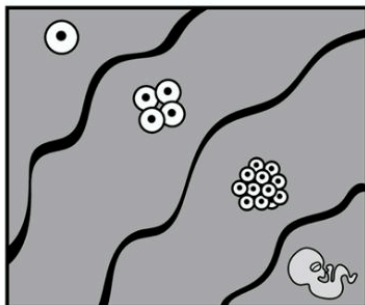
Ovulation- The egg is released from the ovary into the fallopian tube (passage that leads from the ovary to the womb). It starts to travel down the tube very slowly, towards the womb. It will stay in the fallopian tube for a few days.



During sexual intercourse the man's penis enters the woman's vagina. He has an orgasm, releasing millions of sperm into her vagina. The sperm swim up the vagina. A few make it right to the fallopian tube, where the egg is.



One sperm meets the egg and enters it, beginning the first phase of making a baby. This is called fertilisation.



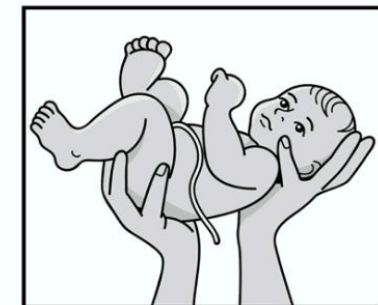
About 1½ days later the fertilised egg (egg and sperm combined) begin to change and grow.



About six days later the egg, now called an embryo, implants in the lining of the womb. This is where the embryo will continue to grow (if the pregnancy continues).



Eventually around nine months later, the baby is ready to be born. Most babies are born head first and will leave the womb, travel down through the cervix and out through the vagina. This is called the labour.



The baby arrives and now needs lots of milk and attention to ensure it grows happy and healthy.