

New Swannington Primary School



RSE Policy

Approved by Governors: August 2022

Signed on behalf of the Governing Board

A handwritten signature in black ink, appearing to read 'J. Amato', is positioned above a horizontal line.

(Chair of Governors)

Aims

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

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

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

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

Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent or Carer/Stakeholder consultation – parents and any interested parties were invited to view the policy and make recommendations.

4. Pupil consultation – the needs of our school community were taken into consideration throughout the policy’s development. Pupils’ individual needs were also considered and will continue to be acknowledged through the delivery of RSE.
5. Ratification – once amendments were made; the policy was shared with governors and ratified.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, puberty, life processes, keeping safe, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don’t seek answers online. If a child’s question falls outside of the statutory guidance, the Headteacher will inform parents.

Primary sex education is not compulsory in primary schools.

Primary sex education will focus on:

- preparing boys and girls for the changes that adolescence brings (Year 4 – Girl’s will be taught about menstruation. Year 5 and Year 6 will apply to both boys and girls and will be taught together.);
- how a baby is conceived and born (Year 6).

For more information about our PSHE curriculum, see our curriculum map and skills progression in Appendices 1 and 2.

Delivery of RSE

RSE is taught within the personal, social, health and education (PSHE) education curriculum. Included in this are non-statutory aspects of sex education. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- For more information about our RSE curriculum and science curriculum see Appendix 1 and 2.

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

Roles and responsibilities

The Governing Board

The Governing Board will approve the RSE policy and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for responding appropriately to parents who wish to withdraw pupils from components of RSE (see section 8). As agreed by the collaborative partnership, only statutory elements of science and RSE will be taught.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring pupils' progress and understanding
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

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

The Headteacher, PSHE Lead and all teaching staff are responsible for teaching RSE in our school.

Pupils

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

Class teachers will set a Group Agreement of Behaviour before commencing RSE lessons to ensure that pupils understand the expectations of their behaviour during lessons.

Parents' right to withdraw

As agreed by the collaborative partnership, only statutory elements of science and RSE will be taught. Parents do not have the right to withdraw their children from relationship education (PSHE).

Please refer to Appendices 1, 2 and 3 For an overview of the statutory relationships education (PSHE) and Appendix 4 for the statutory Science curriculum that pupils will be taught by the end of their primary school education.

Prior to teaching Growing and Changing, a letter, parents will be made aware of the learning outcomes and the scientific vocabulary which will be used.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. This includes the teaching of menstruation and human reproduction.

Requests for withdrawal should be put in writing using the form found in Appendix 6 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

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

The Headteacher will also invite visitors from outside the school, such health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the headteacher and PSHE lead through book looks, sharing plans, pupil interviews and learning walks.

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

This policy will be reviewed by PSHE lead in October 2022 then as necessary. At every review, the policy will be approved by the governing board.

Relationships at NSPS

- Pupils should be taught:*
1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
 2. how to recognise and manage emotions within a range of relationships.
 3. how to recognise risky or negative relationships including all forms of bullying and abuse.
 4. how to respond to risky or negative relationships and ask for help.
 5. how to respect equality and diversity in relationships.



Appendix 1: Curriculum map

Relationships and sex education curriculum map

EYFS

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Year 1

Children can identify and name some feelings (for example recognising facial expressions) and express some of their positive qualities.

Year 2

Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They set themselves simple goals.

Year 5

Children can identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty and can demonstrate some ways of dealing with them.

Year 3

Children can demonstrate that they recognise their worth and that of others. They can express their views confidently and listen to and show respect for the views of others.

Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.

Year 6

They can identify positive ways to face new challenges (for example the transition to secondary school).

They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.

They can talk about a range of jobs, and explain how they will develop skills to work in the future.

They can demonstrate how to look after and save money.

Year 4


Children can express their views confidently and listen to and respect the views of others. They know what a friend is and does and knows how to cope with some friendship problems. They can set themselves simple goals.

They can discuss some of the bodily and emotional changes at puberty, and can


healthy relationships, within a range of social/cultural contexts.

2. how to recognise and

Appendix 2 PSHE Curriculum Map

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|  | Curriculum Map – Key Stage 1 Outcome for PSHE | | |
| Key Stage 1 (Years 1 and 2) | <p style="text-align: center;">Health and Well-being</p> | <p style="text-align: center;">Relationships</p> | <p style="text-align: center;">Living in the Wider World</p> |
| | <p><u>Pupils’ Learning Opportunities at KS1</u></p> <ul style="list-style-type: none"> ➤ H1: What constitutes and how to maintain a healthy lifestyle, including the benefits of physical activity, rest, healthy eating and dental health. ➤ H2: To Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to Recognise that choices have good and not so good consequences. ➤ H3: To think about themselves, to learn from their experiences, to Recognise and celebrate their strengths and set simple but challenging goals. ➤ H4: About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. ➤ H5: About change and loss and the associated feelings (including moving home, losing toys, pets or friends). ➤ H6: The importance of personal hygiene and how to maintain it. ➤ H7: How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others. To develop simple skills to help disease spreading. ➤ H8: About the process of growing from young to old and how people’s needs change. | <p><u>Pupils’ Learning Opportunities at KS1</u></p> <ul style="list-style-type: none"> ➤ R1: To communicate their feelings to others, to recognise how others show feelings and how to respond. ➤ R2: To recognise that their behaviour affects other people. ➤ R3: The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. ➤ R4: To recognise what is fair and unfair, kind and unkind, what is right and wrong. ➤ R6: To listen to other people, to play and work cooperatively (including strategies to solve simple arguments through negotiation). ➤ R7: To offer constructive support and feedback to others. ➤ R8: To identify and respect the differences and similarities between people. ➤ R9: To identify their special people (family, friends and carers), what makes them special and how special people should care for one another. | <p><u>Pupils’ Learning Opportunities at KS1</u></p> <ul style="list-style-type: none"> ➤ L1: How they can contribute to the life of the classroom and school. ➤ L2: To help construct, and agree to follow group, class and school rules, and to understand how these rules help them. ➤ L3: That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings: being able to take turns, share and understand the need to return things that have been borrowed). ➤ L4: That they belong to various groups and communities such as family and school. ➤ L5: What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). ➤ L6: That money comes from different sources and can be |

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| | <ul style="list-style-type: none"> ➤ H8: About growing and changing, and new opportunities and responsibilities, that increasing independence may bring. ➤ H10: The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls. ➤ H11: That household products, including medicines, can be harmful if not used properly. ➤ H12: Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. ➤ H13: About people who look after them, their family networks, who to go to if they are worried and how to attract their attention. ➤ H14: About the ways that pupils can help the people who look after them to more easily protect them. ➤ H15: To recognise that they share a responsibility for keeping themselves and others safe, when to say 'Yes', 'No', 'I will ask' and 'I will tell', including knowing that they do not need to keep secrets. ➤ H16: What is meant to be 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. | <ul style="list-style-type: none"> ➤ R10: To judge what kind of physical contact is acceptable, comfortable, unacceptable or uncomfortable and how to respond (including who to tell and how to tell them). ➤ R11: That peoples' bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). ➤ R12: To recognise when people are being unkind either to them or to others, how to respond, and who to tell and what to say. ➤ R13: To recognise different types of bullying and teasing. To understand that these are wrong and unacceptable. ➤ R14: Strategies to resist teasing or bullying, if the witness it or experience it, who to go to and how to get help. | <p>used for different purposes, including the concept of spending and saving.</p> <ul style="list-style-type: none"> ➤ L7: About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices. ➤ L8: Ways in which they are unique; understand that there has never been, and never will be another them. ➤ L10: About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialing 999 in an emergency. |
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|  | Curriculum Map – Key Stage 2 Outcome for PSHE | | |
| Key Stage 2 (Years 3,4,5 and 6) | Health and Well-being | Relationships | Living in the Wider World |
| | <p><u>Pupils’ Learning Opportunities at KS2</u></p> <ul style="list-style-type: none"> ➤ H1: What positively and negatively affects their physical, mental and emotional health. ➤ H2: How to make informed choices (including recognizing that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’. ➤ H3: To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choice and the benefits of eating a balanced diet. ➤ H4: To recognise how images in media (and online) do not always reflect reality and can affect how people feel about themselves. ➤ H5: To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. ➤ H6: To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others, ➤ H7: To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. ➤ H8: About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. | <p><u>Pupils’ Learning Opportunities at KS2</u></p> <ul style="list-style-type: none"> ➤ R1: To recognise and respond appropriately to a wider range of feelings in others. ➤ R2: To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. ➤ R3: To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. ➤ R6: That marriage is a commitment freely entered into by both people; that no one should marry if they do not absolutely want to do so, or are not making this decision freely for themselves. ➤ R7: That their actions affect themselves and others. ➤ R8: To judge what kind of physical contact is acceptable or unacceptable and how to respond. ➤ R9: To concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break confidence’ or ‘share a secret’. ➤ R10: To listen to and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge others’ points of view. | <p><u>Pupils’ Learning Opportunities at KS2</u></p> <ul style="list-style-type: none"> ➤ L1: To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. ➤ L2: Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. ➤ L3: To understand that there are basic human rights shared by all peoples and all societies, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. ➤ L4: That these universal rights are there to protect everyone and have primacy over both national law and family and community practices. ➤ L6: To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discriminations of individuals and communities. To develop strategies for getting support for themselves or for others at risk. ➤ L7: That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. To continue to develop the skills to exercise these responsibilities. ➤ L8: To resolve differences by looking at alternatives, seeing and respecting others’ |

- H9: To differentiate between the terms 'risk', 'danger', and 'hazard'.
- H10: To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.
- H11: To recognise their increasing independence brings increased responsibility to keep themselves and others safe.
- H12: That bacteria and viruses can affect health and that following simple routines can reduce their spread.
- H13: How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.
- H14: To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.
- H16: What is meant by the term 'habit' and why habits can be hard to change.
- H17: Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.
- H18: How their body will, and emotions may, change as they approach and move through puberty.
- H19: About human reproduction.
- H20: About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions are a crime, and develop the skills


- R11: To work collaboratively towards shared goals.
- R12: to Develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.
- R13: That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientations and disability (Equality Act 2010).
- R14: To realise the nature and consequences of discriminations, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling') and how to respond and ask for help.
- R15: To recognise and manage 'dares.'
- R16: To recognise and challenge stereotypes.
- R17: About the difference between, and the terms associated with sex, gender, identity and sexual orientation.
- R20: That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others.
- R21: To understand personal boundaries; to identify what they are willing to share with their most special people – friends, classmates and others; and that we all have a right to privacy.

- points of view, making decisions and explaining choices.
- L9: What being part of a community means and about the varied institutions that support communities locally and nationally.
- L10: To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
- L11: To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- L13: About the role money plays in their own and others' lives, including how to manage their money and about being acritical consumer.
- L14: To develop initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT).
- L15: That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.
- L16: What is meant by enterprise and begin to develop enterprise skills.
- L17: To explore and critique how the media present information.
- L18: To examine critically what is presented to them in social media and why it is important to do so. Understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

and strategies required to get support if they have fears for themselves or their peers.

- H21: Strategies for keeping physically and emotionally safe including road safety (including cycle safety – the Bikeability programme) and safety in the environment (including rail, water and fire safety).
 - H22: Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.
 - H23: About people who are responsible for helping them stay healthy and safe; how they can help these people to keep healthy and safe.
 - H24: The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night, etc.).
 - H25: How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.
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Appendix 3 PSHE Year Group Coverage

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|  | <p>Curriculum Map – PSHE Year Group Coverage: Reception to Year 6 Scheme of work: Scarf All lessons linked to Key Stage 1 and 2 outcomes for PSHE (PSHE Association 2020) or DfE Statutory Requirements for RSE (from 2020)</p> | | |
| | Autumn Term | Spring Term | Summer Term |
| Reception EYFS | <p><u>Autumn 1</u> SCARF – Me and My Relationships > All about me* > What makes me special* > Me and my special people* > Who can help me* > My feelings (1) * > My feelings (2) * <i>*DfE Statutory Requirement</i></p> | <p><u>Spring 1</u> SCARF – Keeping Myself Safe > 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* <i>*DfE Statutory Requirement</i></p> | <p><u>Summer 1</u> SCARF – Being my best! > Bouncing back when things go wrong* > Yes, I can! * > Healthy eating * > My healthy mind * > Move your body * > A good night’s sleep * <i>*DfE Statutory Requirement</i></p> |
| | <p><u>Autumn 2</u> SCARF – Valuing Difference > I’m special, you’re special * > Same and different * > Same and different families * > Same and different homes * > I am caring (1) * I am caring (2) <i>*DfE Statutory Requirement</i></p> | <p><u>Spring 2</u> SCARF – Rights and Responsibilities > 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) recognizing, spending, using > Looking after money (2): saving money and keeping it safe *<i>DfE Statutory Requirement</i></p> | <p><u>Summer 2</u> SCARF – Growing and Changing > 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 – boys and girls * <i>*DfE Statutory Requirement</i></p> |



Curriculum Map – PSHE Year Group Coverage: Reception to Year 6

Scheme of work: SCARF

All lessons linked to Key Stage 1 and 2 outcomes for PSHE (PSHE Association 2020) or DfE Statutory Requirements for RSE (from 2020)

| | Autumn Term | Spring Term | Summer Term |
|--------|---|--|--|
| Year 1 | <p><u>Autumn 1</u> <u>SCARF – Me and My Relationships</u> > Why we have classroom rules * (L1, L2) > Thinking about feelings * (H4, H13, H15, R1) > Our feelings * (H4, R1) > Feelings and bodies * (R11) > Our special people balloons * (L4) > Good Friends * (R12) > How are you listening? * (R6)</p> <p><i>*DfE Statutory Requirement</i></p> | <p><u>Spring 1</u> <u>SCARF – Keeping Myself Safe</u> > Healthy Me * (H1) > Super Sleep * (H1) > Who can help? (1) * (H12, H13, H14, H15) > Harold loses Geoffrey * (H11) > What could Harold do? * (H11) > Good or bad touches? * (R10)</p> <p><i>*DfE Statutory Requirement</i></p> | <p><u>Summer 1</u> <u>SCARF- Being my best</u> > I can eat a rainbow * (H1) > Eat well * (H1, H2) > Catch it! Bin it! Kill it! * (H7) > Harold learns to ride his bike (H3) > Pass on the praise! * (R7) > Harold has a bad day * (R2)</p> <p><i>*DfE Statutory Requirement</i></p> |
| | <p><u>Autumn 2</u> <u>SCARF – Valuing Difference</u> > Same or different? * (R8) > Unkind, tease or bully? * (R13) > Harold's School Rules * (H15, L2) > Who are our special people? * (R9) > It's not fair! * (R4)</p> <p><i>*DfE Statutory Requirement</i></p> | <p><u>Spring 2</u> <u>SCARF – Rights and Responsibilities</u> > Harold's wash and brush up * (H6) > Around and about the school (L5) > Taking care of something * (L3) > Harold's money (L6) > How should we look after our money? (L7) Basic first aid * <i>*DfE Statutory Requirement</i></p> | <p><u>Summer 2</u> <u>SCARF – Growing and Changing</u> > Inside my wonderful body! (H10) > Taking care of a baby * (H8) > Then and now * (H8, H9) > Who can help? (2) (R14) > Surprises and secrets *(H15, R3) > Keeping privates private * (H10, H16) <i>*DfE Statutory Requirement</i></p> |



Curriculum Map – PSHE Year Group Coverage: Reception to Year 6

Scheme of work: SCARF

All lessons linked to Key Stage 1 and 2 outcomes for PSHE (PSHE Association 2020) or DfE Statutory Requirements for RSE (from 2020)

| | Autumn Term | Spring Term | Summer Term |
|--------|--|--|---|
| Year 2 | <p><u>Autumn 1</u> <u>SCARF – Me and My Relationships</u></p> <ul style="list-style-type: none"> ➢ Our ideal classroom (1) * (L1) ➢ Our ideal classroom (2) * (L2) ➢ How are you feeling today? * (R1) ➢ Bullying or teasing? * (R13) ➢ Don't do that! * (R14) ➢ Types of bullying * (R13) ➢ Being a good friend * (R9) ➢ Let's all be happy! * (H4) <p><i>*DfE Statutory Requirement</i></p> | <p><u>Spring 1</u> <u>SCARF – Keeping Myself Safe</u></p> <ul style="list-style-type: none"> ➢ Harold's Picnic* (H11) ➢ How safe would you feel? * (H12, H13) ➢ What should Harold say? * (H14, H15) ➢ I don't like that! * (R10) ➢ Fun or not? * (R11) ➢ Should I tell? * (H15, R3) ➢ Some secrets should never be kept* (H15) <p><i>*DfE Statutory Requirement</i></p> | <p><u>Summer 1</u> <u>SCARF- Being my best</u></p> <ul style="list-style-type: none"> ➢ You can do it! (H3) ➢ My day* (H2) ➢ Harold's postcard – helping us to keep clean and healthy * (H7) ➢ Harold's bathroom* (H6) ➢ My body needs... ➢ What does my body do? (H10) <p><i>*DfE Statutory Requirement</i></p> |
| | <p><u>Autumn 2</u> <u>SCARF – Valuing Difference</u></p> <ul style="list-style-type: none"> ➢ What makes us who we are? * (R8) ➢ How do we make others feel? * (R2) ➢ My special people* (R9) ➢ When someone is feeling left out* (L4) ➢ An act of kindness* (R4) ➢ Solve the problem* (R6) <p><i>*DfE Statutory Requirement</i></p> | <p><u>Spring 2</u> <u>SCARF – Rights and Responsibilities</u></p> <ul style="list-style-type: none"> ➢ Getting on with others* (L3) ➢ When I feel like erupting* (L3) ➢ Feeling safe* (L10) ➢ How can we look after our environment? (L5) ➢ Harold saves for something special (L6) ➢ Harold goes camping (L7) <p><i>*DfE Statutory Requirement</i></p> | <p><u>Summer 2</u> <u>SCARF – Growing and Changing</u></p> <ul style="list-style-type: none"> ➢ A helping hand* (R7) ➢ Sam moves house* (H5) ➢ Haven't you grown! * (H8, H9) ➢ My body, your body* (H10, L8) ➢ Respecting privacy* (H16) ➢ Basic first aid* <p><i>*DfE Statutory Requirement</i></p> |



Curriculum Map – PSHE Year Group Coverage: Reception to Year 6

Scheme of work: SCARF

All lessons linked to Key Stage 1 and 2 outcomes for PSHE (PSHE Association 2020) or DfE Statutory Requirements for RSE (from 2020)

| | Autumn Term | Spring Term | Summer Term |
|--------|--|---|--|
| Year 3 | <p><u>Autumn 1</u> <u>SCARF – Me and My Relationships</u></p> <ul style="list-style-type: none"> ➢ As a rule* (L2) ➢ My special pet* (H8) ➢ Tangram team challenge (R11) ➢ Looking after our special people* (R2) ➢ How can we solve this problem? * (R12) ➢ Dan’s dare* (R15) ➢ Thunks * (L8) ➢ Friends are special* (R2) <p><i>*DfE Statutory Requirement</i></p> | <p><u>Spring 1</u> <u>SCARF – Keeping Myself Safe</u></p> <ul style="list-style-type: none"> ➢ Safe or unsafe? * (H14) ➢ Danger or risk? * (R7) ➢ The Risk Robot* (H9) ➢ Alcohol and cigarettes: the facts* (H17) ➢ Super Searcher* (L17) ➢ None of your business! * (H22, H25) ➢ Raisin challenge (1) * (H2, H10, H14) ➢ Help or harm? * (H17) <p><i>*DfE Statutory Requirement</i></p> | <p><u>Summer 1</u> <u>SCARF- Being my best</u></p> <ul style="list-style-type: none"> ➢ Derek cooks dinner! (health eating) * (H2, H3) ➢ Poorly Harold* (H12) ➢ For or against* (L1) ➢ I am fantastic! * (H4) ➢ Getting on with your nerves! (R11) ➢ Body team work (H1) ➢ Top Talents (H5) <p><i>*DfE Statutory Requirement</i></p> |
| | <p><u>Autumn 2</u> <u>SCARF – Valuing Difference</u></p> <ul style="list-style-type: none"> ➢ Family and friends* (R4) ➢ My community* (L9) ➢ Respect and challenge* (R10) ➢ Our friends and neighbours* (L11) ➢ Let’s celebrate our differences* (R13, R14) ➢ Zeb* (R14) <p><i>*DfE Statutory Requirement</i></p> | <p><u>Spring 2</u> <u>SCARF – Rights and Responsibilities</u></p> <ul style="list-style-type: none"> ➢ Our helpful volunteers* (L10) ➢ Helping each other to stay safe* (H23) ➢ Recount Task* (L17) ➢ Harold’s environment project (L15) ➢ Can Harold afford it? (L13) ➢ Earning Money (L14) <p><i>*DfE Statutory Requirement</i></p> | <p><u>Summer 2</u> <u>SCARF – Growing and Changing</u></p> <ul style="list-style-type: none"> ➢ Relationship Tree* (R2, R3) ➢ Body Space* (R8) ➢ Secret or surprise? * (R9) ➢ Basic first aid* <p><i>*DfE Statutory Requirement</i></p> |



Curriculum Map – PSHE Year Group Coverage: Reception to Year 6

Scheme of work: SCARF

All lessons linked to Key Stage 1 and 2 outcomes for PSHE (PSHE Association 2020) or DfE Statutory Requirements for RSE (from 2020)

| | Autumn Term | Spring Term | Summer Term |
|--------|---|---|--|
| Year 4 | <p>Autumn 1 SCARF – Me and My Relationship</p> <ul style="list-style-type: none"> ➢ An email from Harold* (H6) ➢ Ok or not Ok (Part 1) * (R2) ➢ Ok or not Ok (Part 2) * (R7) ➢ Human machines* (R11) ➢ Different feelings* (R1) ➢ When feelings change* (H1, H6, H7, R7) ➢ Under Pressure* (H11) <p><i>*DfE Statutory Requirement</i></p> | <p>Spring 1 SCARF – Keeping Myself Safe</p> <ul style="list-style-type: none"> ➢ Danger, risk or hazard?* (H9) ➢ Picture Wise* (H21, H22) ➢ How dare you!* (R15) ➢ Medicines: check the label* (H17) ➢ Know the norms* (H17) ➢ Keeping ourselves safe* (H14) ➢ Raisin challenge (2) (H13) <p><i>*DfE Statutory Requirement</i></p> | <p>Summer 1 SCARF- Being my best</p> <ul style="list-style-type: none"> ➢ What makes me ME!* (H5) ➢ Making choices* (H2) ➢ SCARF Hotel* (H1, H3) ➢ Harold’s Seven Rs (L15) ➢ My school community (1) (L9) ➢ Basic First Aid* <p><i>*DfE Statutory Requirement</i></p> |
| | <p>Autumn 2 SCARF – Valuing Difference</p> <ul style="list-style-type: none"> ➢ Can you sort it?* (R12) ➢ Islands* (R8) ➢ Friend or acquaintance? * (R4) ➢ What would I do?* (R13, R14) ➢ The people we share our world with* (L11) ➢ This is such a stereotype!* (R16, R17) <p><i>*DfE Statutory Requirement</i></p> | <p>Spring 2 SCARF – Rights and Responsibilities</p> <ul style="list-style-type: none"> ➢ Who helps us stay healthy and safe?* (H23) ➢ It’s your right (L3, L4) ➢ How do we make a difference?* (L2) ➢ In the news!* (L1, L17) ➢ Safety in numbers* (L6) ➢ Logo quiz (L7) ➢ Harold’s expenses (L13) ➢ Why pay taxes? (L14) <p><i>*DfE Statutory Requirement</i></p> | <p>Summer 2 SCARF – Growing and Changing</p> <ul style="list-style-type: none"> ➢ Moving house* (H8) ➢ My feelings are all over the place!* (H18) ➢ All change!* (H18, H19) ➢ My changing body (H18, H19) ➢ Period Positive (H18, H19) ➢ Secret or surprise?* (R9) ➢ Together* (R6) <p><i>*DfE Statutory Requirement</i></p> |



Curriculum Map – PSHE Year Group Coverage: Reception to Year 6
Scheme of work: SCARF
 All lessons linked to Key Stage 1 and 2 outcomes for PSHE (PSHE Association 2020) or DfE Statutory Requirements for RSE (from 2020)

| Autumn Term | Spring Term | Summer Term |
|-------------|-------------|-------------|
|-------------|-------------|-------------|

Year 5

Autumn 1
SCARF – Me and My Relationship
 > Collaboration Challenge! (R11)
 > Give and Take* (R12)
 > How good a friend are you?* (R1)
 > Relationship cake recipe* (R2)
 > Being assertive* (H14)
 > Our emotional needs* (H7)
 > Communication* (R14, L6)

**DfE Statutory Requirement*

Spring 1
SCARF – Keeping Myself Safe
 > ‘Thinking’ about habits (H16)
 > Jay’s dilemma* (H10)
 > Spot bullying* (H21, R14, L6)
 > Ella’s diary dilemma* (R15)
 > Decision dilemmas (H13)
 > Play, like, share* (H22, H24, H25, R1)
 > Drugs: true or false?* (H13)
 > Smoking: what is normal?* (H13)
 > Would you risk it?* (H9, H10)

**DfE Statutory Requirement*

Summer 1
SCARF- Being my best
 > Getting fit* (H1)
 > It all adds up! (H2)
 > Different skills (H5)
 > My school community (2) (L9)
 > Independence and responsibility (H11, H23)
 > Star qualities? * (H4)
 > Basic First Aid

**DfE Statutory Requirement*

Autumn 2
SCARF – Valuing Difference
 > Qualities of Friendship* (R4)
 > Kind conversations* (R10)
 > Happy being me* (R13, R14)
 > The land of the Red People* (L11)
 > Is it true? * (R13, R16, R17, L18)
 It could happen to anyone* (R7)

**DfE Statutory Requirement*

Spring 2
SCARF – Rights and Responsibilities
 > What’s the story? * (L1)
 > Fact or opinion? * (L17)
 > Rights, responsibilities and duties (L7)
 > Mo makes a difference* (L10)
 > Spending wisely (L13)
 > Lend us a fiver! (L14)
 > Local councils (L2)

**DfE Statutory Requirement*


Summer 2
SCARF – Growing and Changing
 > How are they feeling? * (H6)
 > Taking notice of our feelings* (R8)
 > Dear Hetty (H8)
 > Changing bodies and feelings (H18, H20)
 > Growing up and changing bodies (H18, H20)
 > It could happen to anyone* (R7)
 > Help! I’m a teenager – get me out of here* (H18)
 > Dear Ash* (R9)
 > Stop, start, stereotypes* (R13, R14, R16, R17)

**DfE Statutory Requirement*



| Curriculum Map – PSHE Year Group Coverage: Reception to Year 6 Scheme of work: SCARF All lessons linked to Key Stage 1 and 2 outcomes for PSHE (PSHE Association 2020) or DfE Statutory Requirements for RSE (from 2020) | | | |
|--|---|--|--|
| | Autumn Term | Spring Term | Summer Term |
| Year 6 | Autumn 1 SCARF – Me and My Relationship <ul style="list-style-type: none"> ➢ Working Together (R11) ➢ Let's negotiate (R12) ➢ Solve the friendship problem* (R2) ➢ Assertiveness skills* (H14) ➢ Behave yourself* (H14) ➢ Dan's day* (R1) ➢ Don't force me* (R6, R20) ➢ Acting appropriately* (H20, R8) ➢ It's a puzzle* (H21, H22) <i>*DfE Statutory Requirement</i> | Spring 1 SCARF – Keeping Myself Safe <ul style="list-style-type: none"> ➢ Think before you click!* (H22) ➢ Traffic lights* (H21, H22) ➢ To share or not to share?* (H22) ➢ Rat Park* (H16) ➢ What sort of drug is...?*(H17) ➢ Drugs: it's the law!*(H17) ➢ Alcohol: what is normal?*(H13) ➢ Joe's story (part 1)* (H7) ➢ Joe's story (part 2)* (H7) <i>*DfE Statutory Requirement</i> | Summer 1 SCARF- Being my best <ul style="list-style-type: none"> ➢ Five Ways to Wellbeing project* (H1) ➢ This will be your life! (H5) ➢ Our recommendations (L1) ➢ What's the risk? (1)* (H10) ➢ What's the risk? (2)* (H10, H14) ➢ Basic First Aid* <i>*DfE Statutory Requirement</i> |
| | Autumn 2 SCARF – Valuing Difference <ul style="list-style-type: none"> ➢ OK to be different* (R14, R14) ➢ We have more in common than not* (R13, R17, L11) ➢ Respecting differences* (R10) ➢ Tolerance and respect for others* (L11) ➢ Advertising friendships!* (R4) ➢ Boys will be boys? – Challenging gender stereotypes* (R16) <i>*DfE Statutory Requirement</i> | Spring 2 SCARF – Rights and Responsibilities <ul style="list-style-type: none"> ➢ Two sides to every story* (L17) ➢ Fakebook friends* (H4, L17, L18) ➢ What's it worth (L13) ➢ Jobs and taxes (L14) ➢ Action stations! * (L10) ➢ Project Pitch (Parts 1 & 2) (L7) ➢ Happy shoppers (L15) ➢ Democracy in Britain 1 – Elections (L2) ➢ Democracy in Britain2 – How (most) laws are made (L2) <i>*DfE Statutory Requirement</i> | Summer 2 SCARF – Growing and Changing <ul style="list-style-type: none"> ➢ Helpful or unhelpful? Managing change* (H8) ➢ I look great! * (H4, L17) ➢ Media manipulation* (H1, H4) ➢ Pressure online* (H14) ➢ Is this normal? * (H18, H20) ➢ Dear Ash* (R9) ➢ Making babies (H19) ➢ What is HIV? (H12) <i>*DfE Statutory Requirement</i> |

Appendix 4 Science Curriculum

|  Statutory Science curriculum ANIMALS INCLUDING HUMANS | | VOCABULARY | | |
|---|---|---|--|---|
| ELG | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. | | | |
| 1 | <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Group animals according to what they eat. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | head body ears eyes mouth teeth leg tail tongue skin fingers | fin scales feathers fur beak paws hooves wing claw nose | <i>name from each vertebrate group</i> taste see hear smell sense touch |
| 2 | <ul style="list-style-type: none"> Understand that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | offspring reproduction growth baby child adult young old | exercise heartbeat breathing hygiene germs disease food types (meat, fish, vegetables, bread, rice, pasta) | |
| 3 | <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | nutrition nutrients carbohydrates sugars protein vitamins minerals fibre fat water | skeleton bones muscles support protect move skull ribs spine joints | |
| 4 | <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. | digestive system digestion | incisor canine | herbivore carnivore |

| | | | | |
|---|--|---|--|---|
| | <ul style="list-style-type: none"> Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. | oesophagus stomach small intestine large intestine rectum anus | molar premolars mouth teeth saliva | omnivore producer consumer predator prey food chain |
| 5 | <ul style="list-style-type: none"> Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats) | Puberty – the vocabulary to describe sexual characteristics | | |
| 6 | <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats) | heart pulse rate pumps blood blood vessels transported | | circulatory system diet drugs lifestyle lungs oxygen carbon dioxide |

| LIVING THINGS AND THEIR HABITATS | | VOCABULARY | |
|----------------------------------|---|--|---|
| ELG | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. | | |
| 1 | <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) Observe changes across the four seasons. (Y1 - Seasonal change) | | |
| 2 | <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans) | living dead never been alive suited suitable basic needs food food chain shelter move feed | Names of local habitats e.g. pond, woodland etc. Names of micro-habitats e.g. under logs, in bushes etc. |
| 3 | <ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants) | | |
| 4 | <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans) | classification classification keys environment habitat | human impact positive negative migrate hibernate |
| 5 | <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. | reproduce sexual reproduction asexual reproduction | life cycle live young plantlets |

| | | | |
|---|---|--|-------------------------------------|
| | | sperm fertilises egg metamorphosis | runners bulbs cuttings |
| 6 | <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. | vertebrates amphibians reptiles invertebrates flowering non-flowering | fish birds mammals insects |

Appendix 5: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • 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 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 | <ul style="list-style-type: none"> • 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 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 relationships | <ul style="list-style-type: none"> • 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 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 • The importance of permission-seeking and giving in relationships with friends, peers and adults |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------|--|
| Online relationships | <ul style="list-style-type: none"> • 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 |
| Being safe | <ul style="list-style-type: none"> • 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 |

Appendix 3: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents | Include notes from discussions with parents and agreed actions taken. |
| | |