

PSHE and RSE Policy

St Thomas and St Anne's Primary School



Date of policy: February 2021

Member of staff responsible for PSHE and RSE: H. McGrath

Review date: Spring Term 2024

At St Thomas and St Anne's Church of England Primary School we work towards each child reaching their full potential, developing academic achievement, nurturing talents and encouraging spiritual growth.

Our School Vision

As a school we are committed to providing a quality learning environment where individuality is recognised and celebrated within the context of a caring community in which Christian beliefs, practice and values are at the centre.

Aims and Key Principles

Our Christian values underpin our ethos; that every child is valued and loved by God and made in the image of God, there is a part of God in each of us. In this loving, accepting context children are encouraged to achieve their full potential, to become the complete unique person God created them to be. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum. Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Pupil Learning Outcomes

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form healthy and positive relationships

- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Curriculum Content

At St Thomas and St Anne's Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. A long term overview of SCARF can be found in [Appendix 2](#). It covers all of the DfE's new statutory requirements ([Appendix 1](#)) for Relationships Education and Health Education and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half-termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example: the rate of adults who are overweight in Shropshire is higher than average in the UK as is the estimated diabetes diagnosis rate (Source - Local Authority Health Profile Shropshire) therefore we place extra emphasis on the teaching of healthy living.

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe;
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe. (Shropshire Council's Respect Yourself Relationship and Sex Education programme).

We use Shropshire Council's Respect Yourself Relationship and Sex Education programme to teach the half-termly unit of 'growing and changing'. This is a co-ordinated countywide approach for primary and secondary schools. The programme provides a comprehensive, spiral, cross phase scheme of work containing lesson plans, resources, assessment and teacher's guidance for year 1-11.

Our PSHE subject lead, Hannah McGrath, works in conjunction with teaching staff in each class and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films as well as support from the PSHE Association. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

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

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. We have adapted the scheme to cater for our 2 year rolling programme and the spiral curriculum model ensures progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

The Early Years Foundation Stage

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

KS1 and KS2

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

the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y1/2 the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth but not how reproduction occurs. In Y5/6, children are taught about the life cycles of humans and animals including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

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

Opportunities for linking aspects of PSHE will also be identified and developed by class teachers through our curriculum drivers, including our school Christian Values. We also aim to cover aspects of PSHE through special theme days and weeks e.g. Health and Safety week.

Relationships and Sex Education (RSE)

The teaching of Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education is compulsory in all secondary schools. See Appendix 1 for statutory guidance. Sex education has not been made compulsory in primary schools, though the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of their pupils.

Relationships Education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults and leads into discussions on the Christian understanding of marriage as the foundation of family life.

Children need to learn about relationships, the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. They need to learn about: puberty, how a baby is conceived and born, body ownership, and safeguarding. It gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

Relationships and Sex Education (RSE) is taught in the summer term through the Respect Yourself (Shropshire Council) programme. We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Due to our status as a Church of England school, we will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation that our bodies are honourable and precious and that indeed when God chose to reveal himself to us he chose to become a human being.

Whilst we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

We teach sex education in the context of the school's aims and values. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture, yet it should also be taught in the context of a committed, long-term, and loving relationship
- It is taught in the light of the belief in the absolute worth of all people
- Sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships based upon trust and respect;
- children need to learn the importance of self-control.

Respect Yourself RSE Content

Whole Resource Overview									
	EAT BETTER	MOVE MORE					RSE		
		Balance	Motor skills	Hand-eye coordination	Spatial awareness	Agility	Choices & Challenges	Changes	Care & Commitment
YEAR 1 & 2	L1 Identifying and sorting different foods L2 Food plate L3 Create a fruit salad L4 Plan a meal - going to a cafe	Improving balance and balance activities	Improving gross and fine motor skills and activities	Improving hand-eye coordination and activities	Improve spatial awareness and activities	Improve spatial awareness and activities	KS1 Activities <ul style="list-style-type: none"> Car wash touching Caring for pets People who care for us Story time Body outline 	YEAR 1 & 2 <ul style="list-style-type: none"> L1 Amazing me L2 Same but different L3 Animals and their babies L4 I can do L5 Being safe 	YEAR 1 & 2 Hygiene
YEAR 3 & 4	L1 Sorting food L2 You are what you eat L3 Five-a-day and class charter L4 Looking after my teeth	Improving balance and balance activities	Improving gross and fine motor skills and activities	Improving hand-eye coordination and activities	Improve spatial awareness and activities	Improve spatial awareness and activities	KS2 Activities <ul style="list-style-type: none"> Create a character Conscience alley Overheard conversations 	YEAR 3 <ul style="list-style-type: none"> L1 Growing up L2 Changes L3 Fact & fiction YEAR 4 <ul style="list-style-type: none"> L1 Lifecycle L2 Keeping safe L3 Periods YEAR 5 <ul style="list-style-type: none"> L1 Puberty L2 Menstruation L3 Reproduction L4 Pregnancy & birth 	YEAR 3 Friendship YEAR 4 & 5 L1 Healthy choice challenge L2 What and who helps L3 Celebrating
YEAR 5 & 6	L1 Food groups L2 Importance of food and nutrients L3 Food plate and plan a meal L4 Plan a packed lunch	Improving balance and balance activities	Improving gross and fine motor skills and activities	Improving hand-eye coordination and activities	Improve spatial awareness and activities	Improve spatial awareness and activities	Respect Yourself: RSE Transition Programme Year 6 and 7		
Home/School partnership Healthy lifestyle Leaflet for parents Family charter Whole school approach Background reading Food cross-curriculum Healthy lunchbox		Assessment One-minute challenges Whole School approach					Home/School partnership Understanding parent concerns Sample letter to parents • Parents leaflet Guidance on running a parents' session Whole school approach OFSTED recommendations Understanding staff concerns • Sample RSE policy Sample governors' statement • Training support		

RSE Content

RSE Lesson Overview					
	Year 1	Year 2	Year 3	Year 4	Year 5
Choices & Challenges Exercises	KS1 Car wash touching Caring for pets People who care for us Story time Body outline		KS2 Create a character Conscience alley Overheard conversation		
Changes Lessons	L1 Amazing Me L2 Same but Different L3 Animals & their Babies	L4 I can do L5 Being Safe	L1 Growing Up L2 Changes L3 Fact and Fiction	L1 Life cycle L2 Keeping Safe Knowing Our Bodies L3 Periods	L1 Puberty L2 Menstruation L3 Reproduction L4 Pregnancy & Birth
Care & Commitment Lessons	KS1 Hygiene		KS2 Friendship	Year 4 & 5 L1 Healthy Choice Challenge L2 What and Who helps L3 Celebrating	

Year 6 - Year 7 Transition Programme

Shropshire Respect Yourself Relationship and Sex Education (SRE) Scheme of Work Module Outcomes and Lesson Overview - Y6 to 11					
Module Outcome: Pupils develop capacity to explore & evaluate their confidence, beliefs and ability to put knowledge and information into practice in their personal relationships					
Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Pupils develop understanding and confidence about their body, how it works and changes during puberty	Pupils explore changing relationships, peer pressure and media stereotypes	Recap foundation knowledge on puberty and pregnancy. Introduction to risk taking, alcohol and sexual behaviour; sex and the law, myths and misinformation	Focus is on clarification of pupils' attitudes and awareness, the development of self-esteem and delay techniques. Knowledge and skills on contraception and STIs are introduced	Skill development, assertiveness, decision making and self-esteem combined with knowledge on rights and responsibilities in sexual and non sexual relationships	Exploration of attitudes values and peer pressure. Informed consent and rights and responsibilities in sexual and non sexual relationships
Valuing Ourselves	Changes Now	Talking about Relationships and Sex	Pressures – Changing Relationships	Problems and Dilemmas	What is Sexual Health?
Changes	Relationships	Puberty & Reproduction or Conception, Pregnancy	Boundaries - R, U Ready	Lines to Take	Sexually Transmitted Infections
Puberty	Adolescence	Perfect Partner	Respect Yourself: Talking it Over	R, U Ready	Parenthood
Knowing Our Bodies	What's love got to do with it?	Risk Taking: Alcohol	Keeping Safe: a) Contraception b) Condoms	Protecting Yourself and Others	Sexual Diversity
Review and Reflect	Risk and Images Review and Reflect	Risk Taking: Sexual Behaviour	Keeping Safe: Sexually Transmitted Infections	Condoms	Review and Reflect
		Review and Reflect	Review and Reflect	Parenting Review and Reflect	

Our RSE Year Group Content can be found in Appendix 3

Learning and Teaching

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods. RSE lessons are taught in the summer term by the class teacher but to ensure that RSE content is age appropriate, some lessons may be delivered in separate national curriculum year groupings.

In line with our Learning and Teaching Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and 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 school's safeguarding procedures/child protection policy.

How the delivery and content will be accessible to all

Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed

through the PSHE education programme. Work in PSHE considers the targets set for individual children in their Individual Education Plans (IEPs).

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma.

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

The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Parental and Community Involvement

Parents are invited to join in events in school. Parents are regularly informed of events and developments on the website and via the school newsletter. Working with parents is a vital part of the whole school approach to PSHE. We also have a close relationship with our Foundation Governors and Church Teams who lead worship in the school. We aim to involve outside agencies, including NSPCC, School Liaison Police Officer, dental health advisors, e-safety advisors, St John's Ambulance service, to deliver aspects of the PSHE curriculum where possible. We may also involve other health workers or volunteers to complement the delivery of our PSHE curriculum.

Parental concerns and withdrawal of students

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

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects

that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (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.

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

We will provide opportunities for parents to view examples through class/year group parents' meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly overviews posted on our website. 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 regards to relationships and sex alongside the information they receive at school.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with and to follow up appropriately disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that where political or controversial issues are brought to pupils' attention they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias using SCARF. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s)

concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. In lessons that cover RSE provision this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

Involving Parents and Carers

The school believes that it is important to have the support of parents, carers and the wider Community. Parents and carers are/will be given the opportunity to find out about and discuss the SCARF PSHE programme through:

- Parent/carer awareness session
- Parents'/carers' evenings
- Information leaflets/displays
- Website

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Every child, in KS1 and KS2 has a PSHE book that, as well as being a record of their learning, will also be used as an assessment tool. For the early years evidence of learning will be in the children's Learning Journals. General comments about PSHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

Monitoring and Evaluation

The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Monitoring of books and teaching
- Staff meetings to review and share ideas

The Standards and Curriculum Committee of the Governing body monitors our PSHE and RSE policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the

headteacher to provide details of the content and delivery of the sex education programme that we teach in our school as required.

Links with Other Policies

We recognise the clear link between PSHE and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate

- Positive Behaviour Policy
- The Equality Policy
- Accessibility Plan
- Acceptable use and E-Safety Policy
- Intimate Care Policy
- RE Policy
- Safeguarding Policy
- SEND Policy

Training and Support for Staff

All staff benefit from PSHE training in order to enhance their PSHE delivery skills.

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who will take action as laid down in the Safeguarding Policy.

All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

St Thomas and St Anne's Church of England Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.

Review Date: February 2021

Next review date: Spring Term 2024

Appendices

Appendix 1 - DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

<p>Families and people who care for me (FPC)</p>	<ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. 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. 4. 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. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships (CF)</p>	<ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. 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. 5. 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.
<p>Respectful relationships (RR)</p>	<ol style="list-style-type: none"> 1. 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. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. 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. 6. 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. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships (OR)</p>	<ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. 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. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.

Being safe (BS)	<ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. 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. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.
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DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing

(Primary) By the end of primary school pupils should know:

Mental Wellbeing (MW)	<ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	<ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online

Physical health and fitness (PHF)	<ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	<ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	<ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	<ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	<ol style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2 - Long Term Plan



PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes |
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	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 <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1/2 Year A	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
Y1/2 Year B	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
Y3/4 Year A	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
Y3/4 Year B	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
Y5/6 Year A	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 and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y5/6 Year B	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 Sex education Self-esteem

Appendix 3

RSE Year Group Content

Year 1

- L1 - Amazing me - how have I changed since I was a baby and what can I do now?
- L 2 - Same but different - naming external body parts and the difference between boys and girls
- L 3 - Animal and their babies - matching mum and baby pictures and revisiting similarities and differences.

Year 2

- L 1 - I can do - Thinking about my skills and talents
- L 2 - Knowing our bodies and being safe - naming body parts (including a discussion that different families will call body parts different names) and discussion around privacy

Year 3

- L 1 - Growing up - changes we can control and changes we can't control. Exploring some of the physical and emotional changes.
- L 2 - Changes - understanding more about how our bodies change and introducing the word puberty. Watching a video clip of real young people describing in their own words their understanding of changes and puberty.
- L 3 - Fact and fiction - exploring different stories of how babies are made. Exploring life cycles of animals.

Year 4

- L 1 - Life cycles - changes I have experienced since being a baby, and those that I will experience by Y5/6, changes from being a girl to woman/boy to man.
- L 2/3 - Keeping safe, knowing our bodies - changes happen at different times for everyone. Periods.

Year 5

- L 1 - Puberty - recap from Year 4 and using the correct vocabulary
- L 2 - Menstruation - recap from Year 4 including sanitary products
- L 3 - Reproduction - how are babies made
- L 4 - Pregnancy - process of pregnancy and how babies are born

Year 6

- L 1 - Valuing ourselves
- L 2 - Changes - Physical and emotional changes at puberty
- L 3 - Puberty
- L 4 - Knowing our bodies - exploring body parts including female and male reproductive organs
- L 5 - Body changes are a preparation for reproduction. Recap on reproduction and how babies are born. Body hygiene and puberty.

Science Programme of Study linked to RSE:

- KS1 - Pupils should be taught to notice that animals, including humans, have offspring which grow into adults.
- KS2 - Pupils should be taught to describe the changes as humans develop to old age.