



Liverpool Diocesan Schools Trust

'Jesus grew in wisdom and stature'

Personal, Social, Health, Citizenship and Economic Education (PSHCEE) & Relationships and Sex Education (RSE) Policy



ST. PAUL'S C. E. PRIMARY SCHOOL

Proverbs 22 Verse 6:

Train up a child in the way he should go;
Even when he is old, he will not depart from it.

Jesus grew in wisdom and stature

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The leadership team, including governors have considered the guidance from the Church of England Education Office when designing our RSE & PSHCEE policy. Our policy also reflects our Christian ethos and values, as well as our local context.

The Church of England Education Office serves children and young people in a variety of church and educational settings and seeks to promote an education that allows children and young people to live out Jesus' promise of life in all its fullness.

The Church engages through governance and pastoral contact with every category of school and has particular responsibility for provision of education in 4,644 Church of England schools - educating approximately one million children.

**Personal, Social, Health, Citizenship and Economic Education (PSHCEE)
& Relationships and Sex Education (RSE) Policy**

Jesus said 'Let the children come to me.' (Mt 19).

We believe that we are fulfilling this command when we enable children of all faiths and none to flourish in our schools and to gain every opportunity to live fulfilled lives.

In order for this to happen, the Liverpool Diocesan Schools Trust (LDST) works with schools and families to ensure children learn about (and have modelled for them) good, healthy relationships, so that they can secure, develop and sustain such relationships and recognise when and how relationships go wrong. Relationships and Sex Education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. This is in keeping with advice and guidance contained in the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies* (DfE 2019), which states: "The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."

"The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools."

Our Trust's vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to RSE, we believe that we can promote the development of the whole child so that children can grow in *wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritual, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

LDST believes Teachers, Parents, Carers, Pupils and all members of each school's community have an important contribution in preparing children for a healthy and fulfilled life where positive relationships enable them to flourish, and to do this, we aim to work with parents and carers in a spirit of hope and compassion. This Policy sets out how we will achieve this together.

The purpose of this Relationships and Sex Education (RSE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

The following are extracts taken directly from '*Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies*' (DfE 2019)

What are we aiming to do?

St. Paul's C.E. Primary School aims to provide a programme that follows the statutory need to include RSE in their curriculum from September 2020 and within the ethos of our Christian school.

St. Paul's C.E. Primary School aims:

- to adopt a whole school approach to RSE in the curriculum, which fulfils the entitlement of every child to learning in this area.
- to teach, in a way that is sensitive to the cultural backgrounds of all pupils, about healthy and respectful relationships, what respectful behaviour looks like, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
- to equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- to ensure that all children
 - ✓ develop confidence in talking, listening and thinking about feelings and relationships.
 - ✓ develop their self-esteem, body confidence and sense of responsibility.
 - ✓ are able to name parts of the body and describe how their body works.
 - ✓ are prepared for puberty.
 - ✓ can protect themselves and ask for help and support.
 - ✓ To develop a curriculum that addresses cultures of sexual harassment and teaches that sexual violence and sexual harassment is always wrong;
 - ✓ Understand the importance of equality and the damage that stereotyping and prejudiced behaviour can do

How do we achieve these aims?

RSE is integrated within the wider themes of the Personal, Social, Health, Citizenship & Economic Education and (PSHCEE) curriculum, and will be delivered through weekly discrete PSHCEE lessons. This allows the natural linking of RSE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure, sexual harassment and abuse, and other risk-taking behaviour such as drugs, smoking and alcohol. However, there are also links between RSE and Science, amongst other subjects, so aspects of the RSE curriculum may be touched upon in other lessons.

Our RSE will ensure that content is relevant to the age, experience and maturity of pupils.

Our school value 'Learning and living through Jesus Christ' is at the heart of what we do.

RSE is delivered by class teachers and higher-level teaching assistants through the PSHCEE curriculum, although support from outside agencies, such as the school nurse, may be used in Upper Key Stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.

As with all curricular areas we encourage children to take an active role in their learning during RSE sessions, and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues.

We have established systems for children to confidently report abuse, knowing their concerns will be treated seriously.

Parental Involvement

We recognise that there is a strong link between school and home in the issues covered in RSE, as parents are key figures in helping their children to cope with both the physical and emotional aspects of making friends, sustaining friendship groups and growing up. Parents are encouraged to contact school if there are any issues they wish to discuss prior to the sessions.

We recognise that parents can exercise their right to withdraw their child from the RSE programme if they so wish, but not from Sex Education that is part of the Science Curriculum. Any requests must be made in writing to the headteacher. (See Appendix 6)

Confidentiality

We appreciate that the content of RSE lessons may prompt children to share concerns or problems they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling safeguarding issues.

The subject leader will keep up to date with RSE information and organise training for staff when appropriate. They will also manage resources and organise outside support.

Vision for Relationships and Sex Education (RSE)

In collaboration with local schools, we have found that children want to learn how to secure, develop and sustain healthy relationships and how to be able to recognise when and how relationships go wrong. They must be prepared for the opportunities, challenges and responsibilities of having relationships with other people.

The teaching of RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. RSE should give pupils accurate information to equip them for life in the modern world and to make sure that they are not negatively influenced.

We want our children to flourish and to gain every opportunity to live fulfilled lives. As a primary Church of England school, RSE is about the emotional, social and physical aspects of growing up, healthy relationships & human sexuality. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision.

RSE should teach the diversity of healthy relationships, lifestyle choices and beliefs. Our policy is designed to be culturally and community sensitive as well as encompass the teachings of the Church. This includes the Christian understanding of marriage and the importance of trust and loyalty.

RSE must be inclusive and meet the needs of all pupils. Leaders are supported through guidance and training so that they can provide relationships education and RSE that is suitable for pupils with different needs, including pupils who are particularly vulnerable and pupils with learning difficulties.

Our understanding of relationships education

We understand relationships education to be that pertaining to the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds.

1. Healthy relationships
2. Respecting others
3. Staying safe

Our understanding of sex education

We understand sex education to be that pertaining to the development of pupils' understanding of human sexuality.

4. Changing bodies and sexuality
5. Conception and pregnancy

Engaging with parents

Parents must be given every opportunity to understand the purpose and content of relationships education and RSE. The role of parents is vital, and they hold the responsibility of ensuring their children mature into healthy relationships. Prior to the delivery of any RSE lessons, all parents receive a letter, informing them of the intended coverage of the sessions with an invitation to ask questions through an open dialogue.

Clear and open communication will help parents to understand the importance of modelling positive relationships and make sure that pupils are not withdrawn for reasons based on a misunderstanding of the subject.

Content

As a school we are delivering the Coram SCARF programme alongside the Chris Winter Project both of which follow the recommended learning outcomes of the PSHE Association. In Autumn 2021, the curriculum was mapped to ensure full coverage of the DfE Health & Relationships outcome and the PSHE Association outcomes. Coverage will be reviewed annually.

PSHCEE & RSE is taught weekly in discrete lessons. Staff deliver the Coram SCARF programme with the provide resources but change and adapt lessons to suit the needs, maturity and dispositions of the pupils. Some lessons are taught by outside specialists, visits and experiences.

The whole school will follow three core themes and six topics, these are:

Autumn term – Relationships

- Me & My Relationships
- Valuing Differences

Spring term – Health & Wellbeing

- Being My Best
- Keeping Myself Safe

Summer term – Living in the Wider World

- Rights & Responsibilities

- Growing & Changing

These topics will form the basis of whole school enrichment and parent involvement opportunities. See full overview of topics in Appendix. The curriculum is sequenced to meet identified endpoints. These endpoints have been selected to ensure that our pupils understand the core concepts of PSHCEE & RSE which are built upon in future learning and know how to keep themselves safe in a range of situations. Topics and lessons have been mapped to ensure that these endpoints are reached in long-term and medium-term planning. Safeguarding lessons (e.g., inappropriate touch) are taught in every year band with repetition of materials and resources. This repetition supports the retention of crucial knowledge while diving deeper throughout the pupil's learning journey through school.

PSHCEE & RSE Lessons, scrapbooks and books

PSHCEE & RSE lessons are engaging and full of whole class and group discussions. Lessons provide a balance of role-play, drama and discussion while others are written lessons. All learners will face a suitable element of challenge as they are faced with real-life dilemmas and problems to solve. Through discussion and role-play, our pupils have the chance to practise the skills they need to stay safe, remain happy and to maintain a healthy lifestyle. Key vocabulary is taught and revised throughout the sequence of lessons in the topic to support retention.

Evidence from PSHCEE & RSE lessons will be recorded in the PSHCEE/British Values scrapbook and in the back of the R.E. books. All evidence will be sequenced with the date, title of the lesson and learning objectives. Within each topic lessons are sequenced to build upon previous learning to the introduction of a new concept or issue.

Assessment, Record Keeping and Recording

The approach to assessment, record keeping, and reporting of this subject area follows the whole school policy guidelines. In PSHCEE & RSE, understanding will be assessed through teacher judgements of discussion and marking of written work. Pupil's understanding of key vocabulary taught within each topic is also assessed. Teachers will judge the children against the identified end points, SCARF/PSHE association curriculum outcomes and the DfE Health and Relationships Education outcomes. Teachers will record these via the assessment tool, at the end of each topic. Teachers and staff will use their knowledge of the learners and their assessments to adapt lessons to meet the needs of the learners. The learning must cater to the age, maturity and dispositions of the pupils.

Teachers and staff have opportunities to liaise with the PSHCEE champion for curriculum support.

Accessible to All

Differentiation and progression will be ensured by a variety of approaches:

- * The same activity but different expectations of outcome
- * The same theme but different levels of input
- * Allowing for as different pace of working
- * Different groupings of children
- * Allowing flexibility and tailoring of the subject delivery to suit the needs of individual learners.

The needs and maturity of the child will be considered before the delivery of RSE content.

Key subject areas for RSE

1. Healthy Relationships

A key part of relationships education must be teaching pupils the importance of all the different types of relationships in our lives and what it means to have faithful, supportive, trusting and loving relationships with other people.

The focus is on family relationships and friendships, giving pupils the opportunity to understand the value of human relationships, how to have healthy relationships and how to stay safe; including the importance of commitment.

2. Respecting Others

Relationships education must allow for the diversity of belief across our country and our school community. All pupils and members of our school community deserve dignity and respect; these values and the refusal to manipulate, exploit or bully must be taught and modelled throughout the RSE & PSHCEE curriculum.

As outlined in the Equality Act 2010, 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, disability,

race including colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation.

Different views, including different religious views, on relationships and sex must be respected. Pupils must be taught to hold healthy and respectful conversation and to appreciate differences of view. Pupils should be encouraged to understand and engage with other viewpoints as their own views are formed and shaped.

In recognising this diversity, relationships education must ensure that all pupils feel it includes them and their families. Pupils from same-sex parents or trans parents, pupils who have LGBTQ+ family members and pupils who may themselves identify as LGBTQ+ should feel included and find relationships education helpful.

Pupils of all faiths and none should also feel included, and their beliefs treated with respect and understanding, including those with beliefs that may not align with majority opinion. Pupils should be given accurate information as a basis for understanding difference and removing prejudice.

3. Staying Safe

Relationships education should give pupils the vocabulary and strategies to keep themselves safe and flourish within good, stable relationships of all kinds. Pupils should be taught about consent and boundaries, recognising abuse and staying safe. This must include staying safe online and the dangers of exploitation and grooming.

As a part of staying safe and having healthy relationships, relationships education must also include how we protect self-esteem and good mental health. It should also include education on the impact of social media on self-esteem and mental health, and it should include information about how to find and access help and support.

4. Changing Bodies and Sexuality

Sex education should be based on an understanding that changes in the human body lead to a natural sexual desire is natural as part of developing and growing. Pupils should be taught that humans express their sexuality differently and that there is diversity in sexual desires. This can also be covered in RSE, PSHCEE PE and Science.

5. Conception and Pregnancy

Pupils must be given factual knowledge about conception and pregnancy (some of which will be covered in the science and PSHCEE curriculum)

and the privilege and responsibility of parenthood. This should be done in a manner that is sensitive to our school's Christian ethos and values.

Appendix 1

Monitoring Audit for Governors

This checklist is to support the school's process of self-evaluation and should be completed in partnership with governors and those responsible for RSE in the school.

Criteria	Fully	Partly	Not Evidenced
The school has an up-to-date RSE policy in place. This covers the content and organisation of RSE and how it will be taught and reviewed to ensure the needs of the children and young people are being met.			
The policy has been ratified by the full governing body.			
The policy is in line with National and local Diocesan guidance, consistent with the mission and ethos of the school.			
The policy has been developed and is reviewed regularly in consultation with the whole school community, including staff, governors, parents/carers, pupils and outside agencies.			
Findings from any review and monitoring processes are written into the school's development plan.			
There is a statement included in the school's prospectus regarding the school's approach to RSE.			
Details of the RSE curriculum are published on the school's web site.			
There is a designated senior member of staff responsible for RSE in the school.			

There is a designated governor to monitor RSE.			
Governors are aware of how RSE is taught across the school and have had opportunity to view and ask questions of the resources used.			
The school has in place a range of resources to meet the age appropriate needs of all pupils.			
Clear schemes of work, demonstrating appropriate progression, identifying the elements of RSE across the curriculum, are in place. These show how the requirements of RSE and PSHE and the National Curriculum are covered.			
Parents / carers are regularly made aware of how RSE is taught throughout the school.			
Parents / carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from RSE lessons.			
The school has in place a plan to support parents who have with drawn their child to fulfil their responsibility to deliver RSE at home.			
The policy has been disseminated among staff (including support staff) parents / carers and included in induction arrangements for new staff and prospective parents / carers.			
Staff training needs are met in a programme of CPD to help them understand and meet their responsibilities in delivering RSE.			
The policy and programmes take into account issues related to equal opportunities.			
The policy and programmes takes into account the Church of England Education			

Appendix 2



Dear Parents / Carers

Throughout the year, your child has been taking part in statutory Relationships Education lessons. This term, we will be introducing aspects of Sex Education to these lessons. This will take the form of a series of x lessons that will be delivered in an age appropriate manner and will build upon the knowledge gained in their National Curriculum Science lessons. These sessions will be delivered by....(insert either teacher or outside agency, within the presence of the teacher.)

Church of England schools have the right to teach this according to the tenets of their faith, whilst still being consistent with the requirements of the Equality Act. They have flexibility of **how** to teach this that allows delivery within the integrity of the Christian ethos and in such a way that the school community, especially the children, experience "life in all its fullness."

We would like to invite you to view the materials and resources that will be used to teach your child's class. This will be an opportunity to raise any questions you may have with the teacher. This will take place on....(insert date, time & location)

Following this, if you feel that you would like to exercise your right to withdraw your child from these non-statutory sessions and take a more active role in being the primary educator for this information at home, you will need to request this of the school in writing. If you would like support from the school to enable you to do this, please contact.... Should you decide to withdraw your child, the school will make appropriate arrangements for alternative lessons within a different class.

To support you in your conversations with your child following these session, you will be able to view the resources used on our school website. We have also arranged an evening session with 'Speakeasy,' a course delivered by FPA, sexual health authority (or other such training the school is willing to provide) offering flexible and relaxed ways for parents and carers to gain greater confidence in an area that can cause embarrassment and awkwardness. This will be on...insert date, time & location

Please complete the reply slip to indicate that you will be attending.

Yours sincerely

Appendix 3



Diocese of Liverpool

Thank you for agreeing to come and support our school in the delivery of Sex Education.

By reading and signing this statement, you are confirming that you have read the RSE policy of the school and agree to abide by the Christian ethos that underpins this policy.

Any safeguarding or confidential issues that may arise during these sessions, you agree to follow the schools procedure for safeguarding, as read on entering the school and will respect the confidential nature of the issue outside of the school boundaries.

I agree to the above statement.

Signed:

Appendix 4

Resources

Let's Work Together – Lucy Emmerson

Jessica Kingsley Publishers ~ £12.99

A practical guide to schools and parents working together in this area

Messy Church – Real Me – Bishop Rachel Treweek

The Bible Reading Fellowship 2017

The Underwear Rule

www.nspcc.org.uk

Early Years Foundation Stage

Getting Started – Early Years

Stonewall 2017

education@stonewall.org.uk

www.stonewall.org.uk/get-involved/education

Key Stage One

Love and Sex Matters KS1

The Salisbury Diocesan Board of Education

www.salisbury.anglican.org

The Christopher Winter Project

www.tcwp.co.uk

Growing up with Yasmin & Tom

<https://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools>

Interactive RSE resource for Primary schools

Key Stage Two

Love and Sex Matters KS2

The Salisbury Diocesan Board of Education

www.salisbury.anglican.org

The Christopher Winter Project

www.tcwp.co.uk

Body and Soul (9-11's) ~ UKS2

RE Today Services

www.retoday.org.uk / admin@retoday.org.uk

1020 Bristol Road

Selly Oak

Birmingham

B29 6LB

Liedentity – Gloucester Diocese ~ UKS2 / KS3

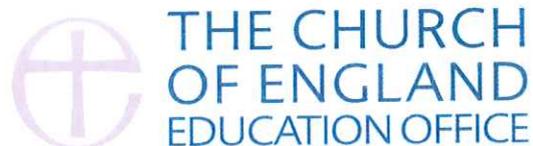
<https://www.gloucester.anglican.org/parish-resources/communications/liedentity/>

CEOP – National Crime Agency Command

www.thinkuknow.co.uk

Internet safety resource, inclusive of materials on Social Media Photos & Selfies

Appendix 5



Policy Template for a Relationships, Relationships and Sex education, and Health Education

St. Paul's C.E. Primary School

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education.

We ensure that we comply with the relevant provisions that are set out in the Equality Act (2010) and Keeping Children Safe in Education (2019). This aligns with our vision, policies and practice.

Definition

Our school's RSHE policy is written based on the DfE guidance document Relationships Education, Relationships and Sex Education (RSE) and Health Education. The document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The document defines Relationships and Sex Education as the teaching of the fundamental foundations and the characteristics of positive relationships, with particular reference to friendships, family, relationships with children and relationships with adults. It outlines what pupils should know based on the opportunities that are made available to them within their Primary School education.

Subject Content

Our school follows expectations outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education document based upon what pupils should know by the end of their primary school education. We ensure that we reflect upon our status as a Church of England School and endeavour to teach in a context which is consistent with the school's Christian ethos.

Our school largely teaches RSHE through PSHE lessons and uses Coram's SCARF scheme of learning as the foundation on which teachers can build upon when planning. Coram's Life Caravan provides a comprehensive bank of resources, including lesson plans, that are

all created with reference to Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Organisation

Our school teaches RSHE through different aspects of the curriculum. We largely teach RSHE through PSHE lessons but also teach some RSHE through other subject areas such as PE, RE and Science.

In PSHE we teach children about health and wellbeing, relationships and growing and changing. These strands then further focus on areas such as what the body can do, secrets that shouldn't be kept and my changing body. This is done with sensitivity towards children as individuals, which is to be decided upon by class teachers. Children may 'opt-out' following parent permission and considered discussion.

In PE, in both key stages, children will be able to make connections during discussions about the human body. They will explore what their bodies need in terms of healthy eating and exercise. Physically this includes exploring the ways in which bodies move, knowing the difference between different types of touch and negotiating personal space. This allows us to make sensitive links to the RSHE guidance.

In RE, in Key Stage 2, children learn about the commitments that people of faith make to each other in marriage. They will learn about the beliefs that underpin this commitment and how these translate within a modern world. With sensitivity, we will use this as a starting point to discuss the ways in which beliefs have changed and how those with different beliefs are represented.

In Science, in both key stages, children will learn about areas that make connections to the RSHE guidance. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Upper Key Stage 2 we place emphasis on health education. This may also be considered with those of a younger age based on individual circumstances. Teachers should answer all questions with care and sensitivity. By the end of Key Stage 2, both boys and girls know how babies are born, how their bodies change during puberty and how menstruation affects women.

Parents

Our school is aware that the primary role in educating children on RSE lies with parents and carers. Due to this, we aim to build a positive and supportive relationship between school and those responsible for the children in our care. We seek to build this trust through a mutual understanding of what children should know as they grow and prepare to move on to their high school education.

We arrange parent sessions to prepare parents for focussed RSE teaching, we inform parents about the school's sex education policy and practice and we take seriously any

issues that parents raise about RSHE at our school. We believe that, through this communication, children will benefit from being given consistent messages about their body and the changes that it is going through.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from these lessons, they should make it clear which aspects of the programme they will not be participating in and discuss this with the class teacher or headteacher. School will always comply with the wishes of parents in this regard.

In Year 6, a meeting is made available for parents to discuss the RSHE programme of lessons, to explain what the issues are and how they are taught and to see the resources that will be used.

Inclusion

The delivery and content of RSHE will be made accessible to all pupils. This is inclusive of those with special educational needs and disabilities (SEND), those who speak EAL and those who do not share Christian beliefs. It is important to reiterate that parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school.

The Governing Body monitors our sex education policy on an annual basis. Findings and recommendations are reported to the Headteacher and, where necessary, modifications are made.

Serious consideration is given to any comments from parents about the sex education programme and such comments are recorded. The Headteacher is required to keep records of RSHE in school and give details of content and delivery should these be requested. The Governing Body can scrutinise these materials should they need to check that RSHE is taught in accordance with the school's ethos.

To reiterate, parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. There is no right to withdraw from Relationships Education.

Policy Written - 12/12/19

Appendix 6



PSHCEE & RSE Outline of topics

NOTE – Statutory requirements are indicated in red. You cannot withdraw pupils from statutory requirements.

KS2 Science Curriculum

Year 5 (Statutory requirements)

- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

Year 6

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

RSE	Autumn		Spring		Summer	
	Relationships		Health and Wellbeing		Living in the Wider World	
	<p>SCARF Me and My Relationships In this topic, we learn about the ways we are special and unique. We talk about our feelings, our special people and people who can help us.</p>	<p>SCARF Valuing Difference In this topic, we learn about similarities and differences and celebrate our diversity. We talk and compare our likes and dislikes, our homes, our families and discuss how to care and show kindness each other.</p>	<p>SCARF Being My Best In this topic, we learn about all the ways to keep ourselves healthy. We learn about resilience and bouncing back when things go wrong.</p>	<p>SCARF Keeping Myself Safe In this topic, we learn about hazards around the home, medicine safety, online safety and safe and unsafe touches. We learn about telling a trusted adult if we are sad, scared or worried.</p>	<p>SCARF Rights and Responsibilities In this topic, we learn about looking after each other and how to look after money.</p>	<p>SCARF Growing and Changing In this topic, we learn about how things change over time. We learn about the seasons, life stages of plants, animals and humans and we talk about our own development E.G. <i>When I was a baby, I could not talk.</i> In this topic, we learn the NSPCC PANTS rule.</p>

<p>SCARF Me and My Relationships</p> <p>In this topic, we learn that rules help to keep us safe and how it is important to show respect to others by actively listening. We learn and talk about different feelings and what to do if we feel sad, scared or worried. We learn about how to be a good friend to others.</p>	<p>SCARF Valuing Difference</p> <p>In this topic, we learn about similarities and differences and celebrate our diversity. We learn about the difference between unkindness, teasing and bullying and who we should talk to if we think we are being bullied. We learn that rules are in place to keep everybody safe and that everybody should be treated fairly. We learn about how it feels to lose something and what to do if you feel loss.</p>	<p>SCARF Being My Best</p> <p>In this topic, we learn about all the ways to keep ourselves healthy. We learn about resilience and the challenges we face when learning a new skill. In this topic, we reflect upon our own behaviours and think about ways they could affect others.</p>	<p>SCARF Keeping Myself Safe</p> <p>In this topic, we learn about ways we can stay healthy, medicine safety, good and bad touches, online safety and who can help us if we are sad, worried or scared.</p>	<p>SCARF Rights and Responsibilities</p> <p>In this topic, we learn about responsibilities and how we can help to look after each other and the environment. We learn about looking after money and begin to learn about first aid.</p>	<p>SCARF Growing and Changing</p> <p>In this topic, we learn about parts of the human body and what they do. We discuss the needs of a baby and how we have changed since then. We learn about bullying and what to do if we feel that we are being bullied. We learn about the difference between secrets and surprises and learn about the NSPCC PANTS rule.</p>
<p>SCARF Me and My Relationships</p> <p>In this topic, we learn about types of bullying, the difference between bullying and teasing and what to do if you are being bullied or see someone being bullied. We learn about recognising feelings, how to be a good friend and how rule help to keep us safe.</p>	<p>SCARF Valuing Difference</p> <p>In this topic, we talk about our special people and our similarities and differences to others. We reflect upon our behaviour and think about how our behaviour can affect other people. We learn about acts of kindness and working together to solve problems. We learn about how it feels to be left out and what to do if you feel alone.</p>	<p>SCARF Being My Best</p> <p>In this topic, we learn about the importance of making healthy choices, hygiene, the parts of the human body and what each part does. We learn about the learning process and how it is normal to get 'stuck' or make mistakes when learning a new skill.</p>	<p>SCARF Keeping Myself Safe</p> <p>In this topic, we learn about feeling safe and unsafe in different situations and what to do if we feel unsafe. We learn about medicine safety and making the right decisions. We learn about the NSPCC PANTS rule, telling adults who can help us and unsafe secrets.</p>	<p>SCARF Rights and Responsibilities</p> <p>In this topic, we learn about getting on with others and what to do when we feel angry or frustrated. We learn about feeling safe and hazards inside and outside. We learn about looking after the environment and looking after money. We discuss online safety when playing games online.</p>	<p>SCARF Growing and Changing</p> <p>In this topic, we think about how we have changed over time and think about the people who have helped us to grow. We learn about respecting privacy, that girls and boys have different body parts and name them. We learn about ways to support each other and how it feels to say goodbye.</p>

Year 1

Year 2

<p>Year 3</p>	<p>SCARF Me and My Relationships In this topic, we learn about rules, maintaining healthy friendships and solving problems. We learn about dares and dealing with loss or bereavement.</p>	<p>SCARF Valuing Difference In this topic, we celebrate our differences. We learn about different types of families and relationships, our communities, prejudice and the importance for respecting others.</p>	<p>SCARF Being My Best In this topic, we learn about the importance of making healthy choices, respecting the choices of others, medicine safety, the parts of the human body including how the brain sends messages to the body. We share and celebrate our achievements.</p>	<p>SCARF Keeping Myself Safe In this topic, we learn about assessing risk. We discuss times when we might feel safe or unsafe and when situations are dangerous or risky. We learn facts about alcohol and cigarettes and discuss things that may be help or harm to our bodies. In this topic, we learn about online media coverage and keeping our personal details safe online.</p>	<p>SCARF Rights and Responsibilities In this topic, we learn about earning money and budgeting. We learn about looking after the environment, being a volunteer and how we can help each other to stay safe. We learn the difference between facts and opinions and recognising the difference online.</p>	<p>SCARF Growing and Changing In this topic, we learn about different relationships, body space and the NSPCC PANTS rule and the difference between secrets and surprises.</p>
<p>Year 4</p>	<p>SCARF Me and My Relationships In this topic, we learn about good and not so good feelings and how to recognise the feelings of others. We learn about different pressures and how to work together.</p>	<p>SCARF Valuing Difference In this topic, we learn how to compromise and negotiation to solve a problem. We learn about the different relationships we have in our lives, identify our similarities and differences and celebrate diversity. We learn about personal space and what to do if we feel uncomfortable. We learn about stereotypes in daily life and in the media.</p>	<p>SCARF Being My Best In this topic, we discuss how we are unique and that we are in control of our own choices. We learn about eating a balanced diet and keeping healthy. We learn about our school community and how we can help the environment.</p>	<p>SCARF Keeping Myself Safe In this topic, we learn about dangers, risks and hazards, dares, medicine safety, smoking and the dangers of sharing pictures online.</p>	<p>SCARF Rights and Responsibilities In this topic, we learn about expenses and taxes. We learn about charities, our rights as citizens, the role of democracy and who helps to keep us safe in our community. We learn about the role and influence bystanders have and the influence of the media.</p>	<p>SCARF Growing and Changing In this topic, we learn about changes our lives, changing moods, feelings and bodies. We learn about changes in puberty, the menstruation cycle and periods. We learn about secrets and surprises and discuss that some secrets should not be kept. We learn about healthy and unhealthy relationships and marriage including same-sex and opposite-sex marriage.</p>

<p>Year 5</p>	<p>SCARF Me and My Relationships In this topic, we learn about negotiation, compromise and being assertive and how to maintain healthy friendships with others. We learn about our emotional needs and how to communicate online.</p>	<p>SCARF Valuing Difference In this topic, we learn about ways to maintain healthy friendships and that it is ok that some friendships come to an end. We learn about effective communication, prejudice, discrimination and the importance of being respectful and showing kindness to everyone.</p>	<p>SCARF Being My Best In this topic, we learn about the importance of keeping healthy and gaining more independence and responsibility to keep ourselves safe. We learn about our school community and celebrate our achievements. We learn about the media portrayal of celebrities and discuss role models.</p>	<p>SCARF Keeping Myself Safe In this topic, we learn about habits, smoking and drugs. We learn about dares, risks, peer pressure and how to make the right decision. We learn about bullying and how to stay safe from online bullies, 'trolls' and 'catfish' by blocking and never sharing personal information.</p>	<p>SCARF Rights and Responsibilities In this topic, we learn about spending money wisely, our rights, responsibilities and duties, the role of local democracy and the difference between facts and opinions.</p>	<p>SCARF Growing and Changing In this topic, we learn about changing feelings, changing bodies and unsafe secrets. We learn about dealing with separation and conflict. We learn about stereotypes and bullying. We learn about the difference between sex, gender-identity, gender-expression and sexual orientation.</p>
<p>Year 6</p>	<p>SCARF Me and My Relationships In this topic, we learn about working together using skills of negotiation, how and when to be assertive, healthy and unhealthy friendships and how our behaviour can affect others.</p>	<p>SCARF Valuing Difference In this topic, we celebrate diversity, talk about the importance of respect and tolerance and learn about prejudice, discrimination, bullying and bystander behaviour. We learn about social norms and think about respectful and disrespectful behaviour. We learn about stereotypes and recognising stereotypes in the media.</p>	<p>SCARF Being My Best In this topic, we learn about wellbeing and promote good mental health. We learn about goal setting and aspirations and how to assess risks.</p>	<p>SCARF Keeping Myself Safe In this topic, we learn about habits, addictions, drugs, alcohol and the law. We learn about online safety including discussions on posting personal details and sharing photos online. We also learn about our emotional needs.</p>	<p>SCARF Rights and Responsibilities In this topic, we learn about the role of democracy and how laws are made, how money is earned and why we pay taxes, volunteering and charities. We learn how to identify a biased report and talk about the difference between real life and things that people post online.</p>	<p>SCARF Growing and Changing In this topic, we learn about managing change, body image and media manipulation of images and information to conform to stereotypes. We learn about the NSPCC PANTS rule, online pressure, online, relationships, unsafe secrets and puberty. We learn about marriage, arranged marriages and forced marriages. We discuss if situations are appropriate, inappropriate or illegal including Female Genital Mutilation (FGM).</p>