



**Relationships Education,
Relationships and Sex Education
and Health Education
(RSHE) Policy**

Introduction

At Darrington CE Primary School, we believe that all of our pupils are special and have unique qualities. Guided by God's word, we strive to provide an inclusive, safe environment, where all pupils feel welcomed, valued and respected. All of our children are given the opportunity to shine in an environment where the Christian values of peace, respect and friendship are at the core of everything we do. We celebrate the uniqueness of every child, encourage them to shine in all they do, and enable them to grow and flourish as unique and precious children of God.

We shine our light for each other

We share peace, respect and friendship

We flourish and grow together 'Your word is a lamp to my feet, a light to my path.' Psalm

119

The policy is informed by [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE,2019\)](#)

Objectives

- All schools and academies (except for maintained nursery schools) are required to have a written policy for relationships education or relationships and sex education (DfE, para 13/page 11). There is no requirement to include health education.
- This document is designed to support schools in developing or updating their policy for relationships, sex, and health education (RSHE).
- The policy is underpinned by the values and principles outlined in the Church of England Principles and Charter (Appendix 1).
- The policy sets out the framework for the relationships and health curriculum, providing clarity on how it is informed, organised, and delivered. It will also outline the content for sex education if the school chooses to teach this.

Contents	Page Number
What is required? DfE checklist	4
Legislation and statutory guidance	4
Definitions	4
Policy development	5
Roles and responsibilities	6
The RSHE curriculum	7
Safeguarding: safe and effective practice	9
Engaging stakeholders	10
Faith and cultural perspectives on RSHE	10
The right to be excused from sex education	11
Monitoring the quality of provision for RSHE	11
Policy review	11

Appendices		Page No.
Appendix 1	Church of England Charter for RSHE	12
Appendix 2	The statutory content: relationships education and health education (DfE, 2019)	13
Appendix 3	The RSHE curriculum at Darrington CE Primary School <ul style="list-style-type: none">• Programme of study• Medium Term Plans• Year/Term Overview	18
Appendix 4	Sex education at Darrington CE Primary School	52
Appendix 5	Sample letter to parents who have requested to withdraw their child from sex education (invitation to meet)	53
Appendix 6	Sample form to record parental withdrawal from sex education	54
Appendix 7	Links and resources	55

(DfE checklist, para 16, page 11-12)

All schools and academies, except maintained nursery schools, are required to have a written policy for relationships and sex education.

This should include:

- A definition of relationships education and a definition of sex education.
- Requirements on schools in law (e.g. The Equality Act, 2010).
- Content and delivery of RSHE (e.g. through science, health education or RSHE/PSHE ed).
- Roles and responsibilities (who is responsible for teaching it).
- How the policy was produced (including engagement with parents).
- How the delivery of the content will be made accessible to all pupils including those with SEND.
- How the subject will be monitored and evaluated.
- Explanation of the right to withdrawal from sex education.
- Confirmation of the review date.

Legislation and statutory guidance

At Darrington, we are required to provide relationship education and health education to all pupils.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life...*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

Definitions

- **RSHE:** Relationships education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.

Policy development

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The three key stages of policy development:

INFORM	Share the facts about the new guidance, including the statutory content.
CONSULT	Gather stakeholder views (children, staff, parents and Governors)
SUPPORT	Share the policy, resources and activities. Help parents complement the teaching in school

This RSHE policy, has been developed following consultation with the whole school community. The process of policy development involved the following steps:

- A lead member of staff and/or RSHE working group reviewed the current provision.
- DfE guidance and information about RSHE was shared with stakeholders (children, staff, parents, and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- Stakeholder engagement sessions were held so everyone could understand what matters to the children, young people, and adults in our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board and/or RSHE working group.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website.

This policy outlines the approach to relationships, sex and health education (RSHE) at Darrington. It is underpinned by the [Church of England Principles and Charter for RSHE](#) and complements the vision/value/ethos of Darrington CE Primary School.

Relationships, sex, and health education is important at Darrington CE Primary School because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard pupils, so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy.

All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in [Public Sector Equality Duty Guidance for schools in England \(EHRC, 2014\)](#)

Roles and responsibilities

a. The Governing Body

- Ensure the school meets its statutory requirements in relation to relationships and sex education.

- Approve the RSHE policy.
- Hold the Headteacher to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).

b. The Headteacher

- The development and implementation of the RSHE policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships and sex education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
- Report to the Governing Board on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis).

c. Lead teacher for RSHE

- Support the development and implementation of the RSHE policy.
- Develop the school's RSHE curriculum and delivery model.
- Ensure continuity and progression between each year groups.
- Work with other teachers (including subjects leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

d. SENCO

- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

e. All teachers of RSHE

- Know and act in accordance with the RSHE policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE.
- Monitor pupil progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Respond professionally and appropriately to any parent who has withdrawn their child from sex education.
- Share any concerns they may have about teaching RSHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RSHE.

The RSHE curriculum: see Appendix 2 for statutory content (detail) and Appendix 3 for detail of the RSHE/PSHE ed curriculum content at Darrington CE Primary.

- The RSHE curriculum has been organised in line with the statutory requirements outlined in [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE,2019\)](#)
- [DfE update DfE communication to schools on RSHE implementation](#) (update, June 2020)

RHE Statutory Content Summary (Primary School)

There is no statutory content for sex education.

Relationships Education (para 62, page 20)	Health Education (para 96, page 32)
<ul style="list-style-type: none"> • Families and people who care for me • Caring relationships • Respectful relationships • Online relationships • Being safe 	<ul style="list-style-type: none"> • Internet safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid • Changing adolescent body (including puberty and menstruation)

The content of the RSHE curriculum at Darrington CE Primary School is informed by:

- National guidance and evidence-based research about RSHE/PSHE ed.
- Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
- Relevant health and other data (both local and national).
- The views of pupils, staff, parents, and governors.
- Nationally recognised and/or quality assured resources (e.g. The PSHE Association, NSPCC, CEOP, Stonewall, MindEd). [Annex B Suggested Resources DfE, 2019](#)
- Darrington has adopted [SCARF](#) as a programme of study. This programme of study is a suggested DfE resource ([Annex B Suggested Resources DfE, 2019](#))
- This programme of study supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE ed programme includes economic well-being, careers and enterprise education. The programme of study sets out learning opportunities for each key stage under three core themes: Health and Well-Being, Relationships, and Living in the Wider World.

SCARF has developed medium terms plans based on the PSHE Association question based/thematic programme builders [PSHE Association: statutory tools](#) which have been adopted by Darrington CE Primary School.

- The content is well-matched to the needs of the pupils. It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The curriculum is sequenced and progressively builds upon prior knowledge.
- The RSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.

- The curriculum is inclusive, so it meets the needs of all pupils.
- The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
- Any parent, teacher or pupil is encouraged to offer feedback about the RSHE curriculum. The school offers a variety of ways to do this. Eg. via email at admin@darringtonschool.org.uk or via an appointment.

Sex Education

- Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- The DfE *recommends* that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.

At Darrington CE Primary School we have a programme of sex education (e.g. how a baby is conceived and born). We will use the SCARF resources and lessons which are linked to the DfE requirements and are age appropriate.

Parents/carers will be:

- Consulted about the content, organisation, and delivery of the sex education programme.
- Given the opportunity to share their views on the lesson(s).
- Informed in advance of the content of sex education lessons and be able to view the main resources used.
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from sex education.

Appendix 4 outlines the sex education content at Darrington CE Primary School.

The delivery of the RSHE curriculum:

- Relationships, sex and health education (RSHE) will be taught within the personal, social health and economic (PSHE) curriculum/programme and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).
- RSHE teaching will promote:
 1. equality and challenge all forms of prejudice and discrimination.
 2. the importance of safe, caring, healthy, positive, and respectful relationships.
- Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of RSHE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support, and resources for RSHE.

Safeguarding: safe and effective practice:

- RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.
- In RSHE lessons:
 - Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
 - Teachers will agree with pupils the limits of confidentiality.
 - Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances.
 - In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

Engaging stakeholders (parents, staff, children, and governors)

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of children, parents, staff, and governors about RSHE have been considered when developing the policy and content of RSHE.

School to add detail of parental engagement process and outcomes

Virtual meeting 16.3.21 using CofE resources and SCARF resources

Resources on Website

Google Form consultation

Parents

Parental engagement is informed by:

[DfE Parental engagement](#)

[DfE: Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)

[DfE: Relationships, sex and health education: guides for parents](#)

[PSHE Association: Guide to parental engagement](#)

- The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.
- Our aim at Darrington CE Primary School is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.
- At Darrington CE Primary School, we have worked closely with parents when planning and delivering RSHE. Parents/carers are provided with the following information:
 - The content of the RSHE curriculum.
 - The delivery of the RSHE/curriculum (including examples of the resources used).
 - How to support/complement RSHE teaching at home.
 - How to request a child is withdrawn from some, or all, of sex education delivered as part of statutory RSHE.
- In addition to their involvement in developing the RSHE policy, parents/carers are provided with frequent opportunities to understand, ask questions, or express any concerns about RSHE.
- If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- Parents/carers contacting the school about RSHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

Faith and cultural perspectives on RSHE

- Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.

- A diverse range of resources will be used so every child and family feels included, respected, and valued.
- Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.
- Schools with a religious character will teach according to their distinctive faith perspective (in addition to exploring different faiths) and the relevant laws in relation to relationships and sex. See Appendix 1 for the Church of England Charter.

The right to be excused from sex education

- Science, relationships, and health education are statutory at primary school from September 2020.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (DfE, para 45/page 17)
- Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.
- Any parent wishing to withdraw their child from sex education will be invited to meet with the Headteacher to *'discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child'*. Whilst there is no requirement for parents or the school to do so, this is good practice (DfE, para 45/page 17).
- The Headteacher will automatically grant a parent's request to withdraw their child from any sex education other than as part of the science curriculum (DfE, para 49/page 18).
- The parent(s) and the Headteacher will complete the form: Parental withdrawal from sex education within RSHE (Appendix 6). This will record the main points of the discussion (if this has taken place), the reason for the withdrawal, and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually.

Monitoring the quality of provision for RSHE

- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The RSHE link governor will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
- The subject lead will report to the Headteacher and governing board on the quality of provision and effectiveness and highlight any concerns.

Policy review

- The governing board is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Board.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

Appendix 1: A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)[1]

At Darrington CE Primary School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act^[2] and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
- 6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

- 7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
- 8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

^[1] RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

^[2] The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Appendix 2: The statutory content: relationships education and health education (DfE)

Relationships education overview (para 62/page 20)

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them 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

By the end of primary school, pupils will know:

- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- 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.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing

(DfE, para 96/page 32)

Mental Wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise, and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- 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.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the 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

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.

- Why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected, and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

By the end of primary school, pupils will know:

- The mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood, and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic First Aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services, if necessary.
- Concepts of basic First Aid, for example dealing with common injuries, including head injuries.

Changing adolescent body.

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

Appendix 3: The RSHE curriculum at Darrington CE Primary School

SCARF - part of Coram Life Education

- The DfE [Statutory guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) sets out what schools must cover in primary schools from September 2020.
- The [PSHE Association programme of study](#) (Key Stages 1–5) is a national programme of study and a suggested DfE resource.
Darrington CE Primary School has adopted this programme of study.
- This programme of study provides a comprehensive programme for each key stage, that fully covers, but is not limited to the statutory requirements.

Below is the SCARF policy, which we use to deliver the resource, and the full scheme of work.



PSHE Education Policy

1. How this Policy was developed

This policy was written by Lyndsay Ranby and developed in consultation with parents, teachers and other school staff, governors and the pupils at Darrington CE Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

2. Legal requirements of schools

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

Health Education is also statutory in all schools.

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

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

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

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and

culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

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

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At Darrington CE Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices¹. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex 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, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Lyndsay Ranby works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) 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. 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 provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the

SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

5. What is being taught

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage.

The Early Years Foundation Stage

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

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

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

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

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

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

6. How PSHE education, including Relationships Education, is taught

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, 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 schools safeguarding procedures/child protection policy which can be found on our website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our ELSA, Mrs Howell. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

7. How PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE at Darrington CE Primary School:

SCARF Progress

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

SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF

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

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

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

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

8. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and

knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

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

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

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

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

9. Parental concerns and withdrawal of students

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

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

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. 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 families values in regards to relationships and sex alongside the information they receive at school.

10. Dissemination of the Policy

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

Should further information about PSHE education be required, please contact the PSHE education lead Darrington CE Primary School.

11. Policy Review and Development Plan

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

12. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2021)

Medium-Term Plans

DfE Relationships and Health Education Requirements: **EYFS**

SCARF Lesson Plan title & half-termly unit	Learning Outcomes (TBA when new EYFS framework is published)
Me and My Relationships	

SCARF Lesson Plan title & half-termly unit	Learning Outcomes (TBA when new EYFS framework is published)
All about me	
What makes me special	
Me and my special people	
Who can help me?	
My feelings	
My feelings (2)	
Valuing Difference	
I'm special, you're special	
Same and different	
Same and different families	
Same and different homes	
Kind and caring (1)	
Kind and caring (2)	
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 (1)	
Keeping safe online	
People who help to keep me safe	
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): recognising, spending, using	
Looking after money (2): saving money and keeping it safe	
Being My Best	
Bouncing back when things go wrong	
Yes, I can!	
Healthy eating (1)	
Healthy eating (2)	
Move your body	
A good night's sleep	
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 – girls and boys	

DfE Relationships and Health Education Requirements: **Year 1**

half-termly unit

Me and My Relationships

Why we have classroom rules

1. Understand that classroom rules help everyone to learn and be safe;
 - Explain their classroom rules and be able to contribute to making these.

Thinking about feelings

- Recognise how others might be feeling by reading body language/facial expressions;
- Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)

Our feelings

- Identify a range of feelings;
- Identify how feelings might make us behave:
- Suggest strategies for someone experiencing 'not so good' feelings to manage these.

Feelings and bodies

- Recognise that people's bodies and feelings can be hurt;
- Suggest ways of dealing with different kinds of hurt.

Our special people balloons

- Recognise that they belong to various groups and communities such as their family;
- Explain how these people help us and we can also help them to help us.

Good friends

- Identify simple qualities of friendship;
- Suggest simple strategies for making up.

How are you listening?

- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.

Valuing Difference

Same or different?

- Identify the differences and similarities between people;
- Empathise with those who are different from them;
- Begin to appreciate the positive aspects of these differences.

Unkind, tease or bully?

- Explain the difference between unkindness, teasing and bullying;
- Understand that bullying is usually quite rare.

Harold's school rules

- Explain some of their school rules and how those rules help to keep everybody safe.

Who are our special people?

- Identify some of the people who are special to them;
- Recognise and name some of the qualities that make a person special to them.

It's not fair!	<ul style="list-style-type: none"> •Recognise and explain what is fair and unfair, kind and unkind; •Suggest ways they can show kindness to others.
Keeping Myself Safe	
Healthy me	<ul style="list-style-type: none"> •Understand that the body gets energy from food, water and air (oxygen); •Recognise that exercise and sleep are important parts of a healthy lifestyle.
Super sleep	<ul style="list-style-type: none"> •Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; •Identify simple bedtime routines that promote healthy sleep.
Who can help?	<ul style="list-style-type: none"> •Recognise emotions and physical feelings associated with feeling unsafe; •Identify people who can help them when they feel unsafe.
Harold loses Geoffrey	<ul style="list-style-type: none"> •Recognise the range of feelings that are associated with loss.
What could Harold do?	<ul style="list-style-type: none"> •Understand that medicines can sometimes make people feel better when they're ill; •Explain simple issues of safety and responsibility about medicines and their use.
Good or bad touches?	<ul style="list-style-type: none"> •Understand and learn the PANTS rules; •Name and know which parts should be private; •Explain the difference between appropriate and inappropriate touch; •Understand that they have the right to say "no" to unwanted touch; •Start thinking about who they trust and who they can ask for help.
Sharing pictures	<ul style="list-style-type: none"> •Start thinking about how to stay safe online, including safety around sharing images; •Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.
Rights and Responsibilities	
Harold's wash and brush up	<ol style="list-style-type: none"> 1. Recognise the importance of regular hygiene routines; 2. Sequence personal hygiene routines into a logical order.
Around and about the school	<ol style="list-style-type: none"> 1. Identify what they like about the school environment; 2. Recognise who cares for and looks after the school environment.
Taking care of something	<ol style="list-style-type: none"> 1. Demonstrate responsibility in looking after something (e.g. a class pet or plant); 2. Explain the importance of looking after things that belong to themselves or to others.
Harold's money	<ol style="list-style-type: none"> 1. Explain where people get money from; 2. List some of the things that money may be spent on in a family home.

How should we look after our money?	<ol style="list-style-type: none"> 1. Recognise that different notes and coins have different monetary value; 2. Explain the importance of keeping money safe; 3. Identify safe places to keep money; 4. Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).
Basic first aid	See link to external resources for further information.
Being My Best	
I can eat a rainbow	<ul style="list-style-type: none"> •Recognise the importance of fruit and vegetables in their daily diet; •Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
Eat well	<ul style="list-style-type: none"> •Recognise that they may have different tastes in food to others; •Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; •Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> •Understand how diseases can spread; •Recognise and use simple strategies for preventing the spread of diseases.
Harold learns to ride his bike	<ul style="list-style-type: none"> •Recognise that learning a new skill requires practice and the opportunity to fail, safely; •Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
Pass on the praise!	<ul style="list-style-type: none"> •Demonstrate attentive listening skills; •Suggest simple strategies for resolving conflict situations; •Give and receive positive feedback, and experience how this makes them feel.
Harold has a bad day	•Recognise how a person's behaviour (including their own) can affect other people.
Growing and Changing	
Inside my wonderful body!	<ul style="list-style-type: none"> •Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); •Understand and explain the simple bodily processes associated with them.
Taking care of a baby	<ul style="list-style-type: none"> •Understand some of the tasks required to look after a baby; •Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
Then and now	<ul style="list-style-type: none"> •Identify things they could do as a baby, a toddler and can do now; •Identify the people who help/helped them at those different stages.

Who can help?(2)	<ul style="list-style-type: none"> •Explain the difference between teasing and bullying; •Give examples of what they can do if they experience or witness bullying; •Say who they could get help from in a bullying situation.
Surprises and secrets	<ul style="list-style-type: none"> •Explain the difference between a secret and a nice surprise; •Identify situations as being secrets or surprises; •Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
Keeping private	<ul style="list-style-type: none"> •Identify parts of the body that are private; •Describe ways in which private parts can be kept private; •Identify people they can talk to about their private parts.

DfE Relationships and Health Education Requirements: **Year 2**

SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
Our ideal classroom (1)	<ul style="list-style-type: none"> •Suggest actions that will contribute positively to the life of the classroom; •Make and undertake pledges based on those actions.
Our ideal classroom (2)	<ul style="list-style-type: none"> •The conventions of courtesy and manners.
How are you feeling today?	<ul style="list-style-type: none"> •Use a range of words to describe feelings; •Recognise that people have different ways of expressing their feelings; •Identify helpful ways of responding to other's feelings.
Bullying or teasing?	<ul style="list-style-type: none"> •Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; •Identify situations as to whether they are incidents of teasing or bullying.
Don't do that!	<ul style="list-style-type: none"> •Understand and describe strategies for dealing with bullying; •Rehearse and demonstrate some of these strategies.
Types of bullying	<ul style="list-style-type: none"> •Explain the difference between bullying and isolated unkind behaviour; •Recognise that there are different types of bullying and unkind behaviour;

	<ul style="list-style-type: none"> •Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
Being a good friend	<ul style="list-style-type: none"> •Recognise that friendship is a special kind of relationship; •Identify some of the ways that good friends care for each other.
Let's all be happy	<ul style="list-style-type: none"> •Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); •Explain where someone could get help if they were being upset by someone else's behaviour.
Valuing Difference	
What makes us who we are?	<ul style="list-style-type: none"> •Identify some of the physical and non-physical differences and similarities between people; •Know and use words and phrases that show respect for other people.
How do we make others feel?	<ul style="list-style-type: none"> •Recognise and explain how a person's behaviour can affect other people.
My special people	<ul style="list-style-type: none"> •Identify people who are special to them; •Explain some of the ways those people are special to them.
When someone is feeling left out	<ul style="list-style-type: none"> •Explain how it feels to be part of a group; •Explain how it feels to be left out from a group; •Identify groups they are part of; •Suggest and use strategies for helping someone who is feeling left out.
An act of kindness	<ul style="list-style-type: none"> •Recognise and describe acts of kindness and unkindness; •Explain how these impact on other people's feelings; •Suggest kind words and actions they can show to others; •Show acts of kindness to others in school.
Solve the problem	<ul style="list-style-type: none"> •Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); •Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
Keeping Myself Safe	
Harold's picnic	<ul style="list-style-type: none"> •Understand that medicines can sometimes make people feel better when they're ill; •Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;

	<ul style="list-style-type: none"> • Explain simple issues of safety and responsibility about medicines and their use.
How safe would you feel?	<ul style="list-style-type: none"> • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help.
What should Harold say?	<ul style="list-style-type: none"> • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
I don't like that!	<ul style="list-style-type: none"> • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Fun or not?	<ul style="list-style-type: none"> • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Should I tell?	<ul style="list-style-type: none"> • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
Some secrets should never be kept	<ul style="list-style-type: none"> • Identify how inappropriate touch can make someone feel • Understand that there are unsafe secrets and secrets that are nice surprises • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
Rights and Responsibilities	
Getting on with others	<ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom.
When I feel like erupting	<ul style="list-style-type: none"> • Explain, and be able to use, strategies for dealing with impulsive behaviour.
Feeling safe	<ol style="list-style-type: none"> 1. Identify special people in the school and community who can keep them safe; 2. Know how to ask for help.
How can we look after our environment?	<ul style="list-style-type: none"> • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment;

	<ul style="list-style-type: none"> •Recognise that they all have a responsibility for helping to look after the school environment.
Harold saves for something special	<ul style="list-style-type: none"> •Understand that people have choices about what they do with their money; •Know that money can be saved for a use at a future time; •Explain how they might feel when they spend money on different things.
Harold goes camping	<ul style="list-style-type: none"> •Recognise that money can be spent on items which are essential or non-essential; •Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
Playing games	<ul style="list-style-type: none"> •Know the importance of keeping personal information private, when online and only talking to people they know in real life; •Know that they can tell an adult they trust if anything happens that makes them worried.
Being My Best	
You can do it!	<ul style="list-style-type: none"> •Explain the stages of the learning line showing an understanding of the learning process; •Suggest phrases and words of encouragement to give someone who is learning something new; •Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
My day	<ul style="list-style-type: none"> •Understand and give examples of things they can choose themselves and things that others choose for them; •Explain things that they like and dislike, and understand that they have choices about these things; •Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
Harold's postcard – helping us to keep clean and healthy	<ul style="list-style-type: none"> •Explain how germs can be spread; •Describe simple hygiene routines such as hand washing; •Understand that vaccinations can help to prevent certain illnesses.
Harold's bathroom	<ul style="list-style-type: none"> •Explain the importance of good dental hygiene; •Describe simple dental hygiene routines.
My body needs...	<ul style="list-style-type: none"> •Understand that the body gets energy from food, water and oxygen; •Recognise that exercise and sleep are important to health.

What does my body do?	<ul style="list-style-type: none"> •Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); •Describe how food, water and air get into the body and blood.
Growing and Changing	
A helping hand	<ul style="list-style-type: none"> •Demonstrate simple ways of giving positive feedback to others.
Sam moves house	<ul style="list-style-type: none"> •Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
Haven't you grown?	<ul style="list-style-type: none"> •Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); •Understand and describe some of the things that people are capable of at these different stages.
My Body, your body	<ul style="list-style-type: none"> •Identify which parts of our body are private •Explain that our genitals help us make babies when we are older •Understand that we mostly have the same body parts but how they look is different from person to person.
Respecting privacy	<ul style="list-style-type: none"> •Explain what privacy means •Know that you are not allowed to touch someone's private belongings without their permission •Give examples of different types of private information.
Basic first aid	See link to external resources for further information.

DfE Relationships and Health Education Requirements: **Year 3**

SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	

As a rule	<ul style="list-style-type: none"> • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules.
My special pet	<ul style="list-style-type: none"> • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation.
Tangram team challenge	<ul style="list-style-type: none"> • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success.
Looking after our special people	<ul style="list-style-type: none"> • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people.
How can we solve this problem?	<ul style="list-style-type: none"> • Rehearse and demonstrate simple strategies for resolving given conflict situations.
Dan's dare	<ul style="list-style-type: none"> • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
Thanks	<ul style="list-style-type: none"> • Express opinions and listen to those of others; • Consider others' points of view; <p>1. Practice explaining the thinking behind their ideas and opinions.</p>
Friends are special	<ul style="list-style-type: none"> • Identify qualities of friendship; <p>Suggest reasons why friends sometimes fall out;</p> <p>Rehearse and use, now or in the future, skills for making up again.</p>
Valuing Difference	
Family and friends	<ol style="list-style-type: none"> 1. Recognise that there are many different types of family; 2. Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
My community	<ul style="list-style-type: none"> • Define the term 'community'; • Identify the different communities that they belong to;

	<ul style="list-style-type: none"> •Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
Respect and challenge	<ol style="list-style-type: none"> 1. Reflect on listening skills; 2. Give examples of respectful language; 3. Give examples of how to challenge another's viewpoint, respectfully.
Our friends and neighbours	<ol style="list-style-type: none"> 1. Explain that people living in the UK have different origins; 2. Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; 3. Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
Let's celebrate our differences	<ol style="list-style-type: none"> 1. Recognise the factors that make people similar to and different from each other; 2. Recognise that repeated name calling is a form of bullying; 3. Suggest strategies for dealing with name calling (including talking to a trusted adult).
Zeb	<ol style="list-style-type: none"> 1. Understand and explain some of the reasons why different people are bullied; 2. Explore why people have prejudiced views and understand what this is.
Keeping Myself Safe	
Safe or unsafe?	<ul style="list-style-type: none"> •Identify situations which are safe or unsafe; •Identify people who can help if a situation is unsafe; •Suggest strategies for keeping safe.
Danger or risk?	<ul style="list-style-type: none"> •Define the words danger and risk and explain the difference between the two; •Demonstrate strategies for dealing with a risky situation.
The Risk Robot	<ul style="list-style-type: none"> •Identify risk factors in given situations; •Suggest ways of reducing or managing those risks.
Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> •Identify some key risks from and effects of cigarettes and alcohol; •Know that most people choose not to smoke cigarettes; (Social Norms message) •Define the word 'drug' and understand that nicotine and alcohol are both drugs.
Super Searcher	<ul style="list-style-type: none"> •Evaluate the validity of statements relating to online safety; •Recognise potential risks associated with browsing online; •Give examples of strategies for safe browsing online.
None of your business!	<ul style="list-style-type: none"> •Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; •Recognise and describe appropriate behaviour online as well as offline;

	<ul style="list-style-type: none"> •Identify what constitutes personal information and when it is not appropriate or safe to share this; •Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
Raisin Challenge (1)	<ul style="list-style-type: none"> •Demonstrate strategies for assessing risks; •Understand and explain decision-making skills; •Understand where to get help from when making decisions.
Help or harm?	<ul style="list-style-type: none"> •Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
Rights and Responsibilities	
Our helpful volunteers	<ol style="list-style-type: none"> 1. Define what a volunteer is; 2. Identify people who are volunteers in the school community; 3. Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
Helping each other to stay safe	<ol style="list-style-type: none"> 1. Identify key people who are responsible for them to stay safe and healthy; 2. Suggest ways they can help these people.
Recount task	<ol style="list-style-type: none"> 1. Understand the difference between 'fact' and 'opinion'; 2. Understand how an event can be perceived from different viewpoints; 3. Plan, draft and publish a recount using the appropriate language.
Harold's environment project	<ol style="list-style-type: none"> 1. Define what is meant by the environment; 2. Evaluate and explain different methods of looking after the school environment; 3. Devise methods of promoting their priority method.
Can Harold afford it?	<ol style="list-style-type: none"> 1. Understand the terms 'income', 'saving' and 'spending'; 2. Recognise that there are times we can buy items we want and times when we need to save for them; 3. Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) 4. Explain that people earn their income through their jobs; 5. Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
Earning money	<ol style="list-style-type: none"> 1. Explain that people earn their income through their jobs; 2. Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
Being My Best	
Derek cooks dinner!	<ol style="list-style-type: none"> 1. Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; 2. Explain what is meant by the term 'balanced diet'; 3. Give examples what foods might make up a healthy balanced meal.

Poorly Harold	<ol style="list-style-type: none"> 1. Explain how some infectious illnesses are spread from one person to another; 2. Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; 3. Suggest medical and non-medical ways of treating an illness.
For or against?	<ol style="list-style-type: none"> 1. Develop skills in discussion and debating an issue; 2. Demonstrate their understanding of health and wellbeing issues that are relevant to them;
I am fantastic!	<ul style="list-style-type: none"> •Identify their achievements and areas of development; •Recognise that people may say kind things to help us feel good about ourselves; •Explain why some groups of people are not represented as much on television/in the media.
Getting on with your nerves!	<p>Demonstrate how working together in a collaborative manner can help everyone to achieve success;</p> <ul style="list-style-type: none"> •Understand and explain how the brain sends and receives messages through the nerves.
Body team work	<ul style="list-style-type: none"> •Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); •Describe how food, water and air get into the body and blood.
Top talents	<ul style="list-style-type: none"> •Explain some of the different talents and skills that people have and how skills are developed; •Recognise their own skills and those of other children in the class.
Growing and Changing	
Relationship Tree	<ul style="list-style-type: none"> •Identify different types of relationships; •Recognise who they have positive healthy relationships with.
Body space	<ul style="list-style-type: none"> •Understand what is meant by the term body space (or personal space); •Identify when it is appropriate or inappropriate to allow someone into their body space; •Rehearse strategies for when someone is inappropriately in their body space.
Secret or surprise	<ul style="list-style-type: none"> •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
My changing body	<ul style="list-style-type: none"> •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm;

	<ul style="list-style-type: none"> •Understand that for girls, periods are a normal part of puberty.
Basic first aid	See link to external resources for further information

DfE Relationships and Health Education Requirements: **Year 4**

SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
An email from Harold!	<ol style="list-style-type: none"> 1. Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; 2. Explain how different words can express the intensity of feelings.
Ok or not ok? (1)	<ol style="list-style-type: none"> 1. Explain what we mean by a 'positive, healthy relationship'; 2. Describe some of the qualities that they admire in others.
Ok or not ok? (2)	<ol style="list-style-type: none"> 1. Recognise that there are times when they might need to say 'no' to a friend; 2. Describe appropriate assertive strategies for saying 'no' to a friend.
Human machines	<ol style="list-style-type: none"> 1. Demonstrate strategies for working on a collaborative task; 2. Define successful qualities of teamwork and collaboration.
Different feelings	<ol style="list-style-type: none"> 1. Identify a wide range of feelings; 2. Recognise that different people can have different feelings in the same situation; 3. Explain how feelings can be linked to physical state.
When feelings change	<ol style="list-style-type: none"> 1. Demonstrate a range of feelings through their facial expressions and body language; 2. Recognise that their feelings might change towards someone or something once they have further information.
Under pressure	<ol style="list-style-type: none"> 1. Give examples of strategies to respond to being bullied, including what people can do and say; 2. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
Valuing Difference	
Can you sort it?	<ol style="list-style-type: none"> 1. Define the terms 'negotiation' and 'compromise'; 2. Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
Islands	<ul style="list-style-type: none"> •Understand that they have the right to protect their personal body space; •Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;

	<ul style="list-style-type: none"> •Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
Friend or acquaintance?	<ul style="list-style-type: none"> •Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); •Give examples of features of these different types of relationships, including how they influence what is shared.
What would I do?	<ol style="list-style-type: none"> 1. List some of the ways that people are different to each other (including differences of race, gender, religion); 2. Recognise potential consequences of aggressive behaviour; 3. Suggest strategies for dealing with someone who is behaving aggressively.
The people we share our world with	<ol style="list-style-type: none"> 1. List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); 2. Define the word respect and demonstrate ways of showing respect to others' differences.
That is such a stereotype!	<ol style="list-style-type: none"> 1. Understand and identify stereotypes, including those promoted in the media.
Keeping Myself Safe	
Danger, risk or hazard?	<ol style="list-style-type: none"> 1. Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; 2. Identify situations which are either dangerous, risky or hazardous; 3. Suggest simple strategies for managing risk.
Picture Wise	<ol style="list-style-type: none"> 1. Identify images that are safe/unsafe to share online; 2. Know and explain strategies for safe online sharing; 3. Understand and explain the implications of sharing images online without consent.
How dare you!	<ol style="list-style-type: none"> 1. Define what is meant by the word 'dare'; 2. Identify from given scenarios which are dares and which are not; 3. Suggest strategies for managing dares.
Medicines: check the label	<ol style="list-style-type: none"> 1. Understand that medicines are drugs; 2. Explain safety issues for medicine use; 3. Suggest alternatives to taking a medicine when unwell; 4. Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
Know the norms (formerly Tell Mark II)	<ol style="list-style-type: none"> 1. Understand some of the key risks and effects of smoking and drinking alcohol; 2. Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
Keeping ourselves safe	<ol style="list-style-type: none"> 1. Describe stages of identifying and managing risk; 2. Suggest people they can ask for help in managing risk.

Raisin Challenge (2)	<ol style="list-style-type: none"> 1. Understand that we can be influenced both positively and negatively; 2. Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
Rights and Responsibilities	
Who helps us stay healthy and safe?	<ol style="list-style-type: none"> 1. Explain how different people in the school and local community help them stay healthy and safe; 2. Define what is meant by 'being responsible'; 3. Describe the various responsibilities of those who help them stay healthy and safe; 4. Suggest ways they can help the people who keep them healthy and safe.
It's your right	<ol style="list-style-type: none"> 1. Understand that humans have rights and also responsibilities; 2. Identify some rights and also responsibilities that come with these.
How do we make a difference?	<ol style="list-style-type: none"> 1. Understand the reason we have rules; 2. Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); 3. Recognise that everyone can make a difference within a democratic process.
In the news!	<ol style="list-style-type: none"> 1. Define the word influence; 2. Recognise that reports in the media can influence the way they think about a topic; 3. Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
Safety numbers in	<ul style="list-style-type: none"> • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions.
Logo quiz	<ul style="list-style-type: none"> • Understand some of the ways that various national and international environmental organisations work to help take care of the environment; • Understand and explain the value of this work.
Harold's expenses	<ul style="list-style-type: none"> • Define the terms 'income' and 'expenditure'; • List some of the items and services of expenditure in the school and in the home; • Prioritise items of expenditure in the home from most essential to least essential.
Why pay taxes?	<ul style="list-style-type: none"> • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; • Understand how a payslip is laid out showing both pay and deductions; • Prioritise public services from most essential to least essential.
Being My Best	

What makes me ME! (formerly Diversity World)	<ol style="list-style-type: none"> 1. Identify ways in which everyone is unique; 2. Appreciate their own uniqueness; 3. Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
Making choices	<ol style="list-style-type: none"> 1. Give examples of choices they make for themselves and choices others make for them; 2. Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
SCARF Hotel (formerly Diversity World Hotel)	<ol style="list-style-type: none"> 1. Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; 2. Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell 3. Guide (formerly Eatwell Plate).
Harold's Seven Rs	<ol style="list-style-type: none"> 1. Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); 2. Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
My school community (1)	<ol style="list-style-type: none"> 1. Define what is meant by the word 'community'; 2. Suggest ways in which different people support the school community; 3. Identify qualities and attributes of people who support the school community.
Basic first aid	See link to external resources for further information
Growing and Changing	
Moving house	<ul style="list-style-type: none"> •Describe some of the changes that happen to people during their lives; •Explain how the Learning Line can be used as a tool to help them manage change more easily; •Suggest people who may be able to help them deal with change.
My feelings are all over the place!	<ul style="list-style-type: none"> •Name some positive and negative feelings; •Suggest reasons why young people sometimes fall out with their parents; <ol style="list-style-type: none"> 1. Take part in a role play practising how to compromise.
All change!	<ul style="list-style-type: none"> •Identify parts of the body that males and females have in common and those that are different; •Know the correct terminology for their genitalia; •Understand and explain why puberty happens.
Period positive	<ul style="list-style-type: none"> •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that periods are a normal part of puberty for girls; •Identify some of the ways they can cope better with periods.

Secret or surprise?	<ol style="list-style-type: none"> 1. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; 2. Recognise how different surprises and secrets might make them feel; <ul style="list-style-type: none"> • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Together	<ul style="list-style-type: none"> • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

DfE Relationships and Health Education Requirements: **Year 5**

SCARF Lesson Plan title & half-termly unit		SCARF Lesson Plan Learning Outcomes
Me and My Relationships		
Collaboration Challenge!	<ul style="list-style-type: none"> • Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively. 	
Give and take	<ul style="list-style-type: none"> • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations. 	
How good a friend are you?	<ul style="list-style-type: none"> • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities. 	
Relationship cake recipe	<ul style="list-style-type: none"> • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help. 	
Being assertive	<ul style="list-style-type: none"> • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills. 	
Our emotional needs	<ul style="list-style-type: none"> • Recognise basic emotional needs, understand that they change according to circumstance; • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. 	

Communication	<ul style="list-style-type: none"> •Understand that online communication can be misinterpreted; •Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
Valuing Difference	
Qualities of friendship	<ul style="list-style-type: none"> •Define some key qualities of friendship; •Describe ways of making a friendship last; •Explain why friendships sometimes end.
Kind conversations	<ul style="list-style-type: none"> •Rehearse active listening skills; •Demonstrate respectfulness in responding to others; •Respond appropriately to others.
Happy being me	<ul style="list-style-type: none"> •Recognise some of the feelings associated with feeling excluded or 'left out'; •Give examples of ways in which people behave when they discriminate against others who are different from them; •Understand the importance of respecting others, even when they are different from themselves.
The land of the Red People	<ul style="list-style-type: none"> •Identify and describe the different groups that make up their school/wider community/other parts of the UK; •Describe the benefits of living in a diverse society; •Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Is it true?	<ul style="list-style-type: none"> •Understand that the information we see online either text or images, is not always true or accurate; •Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; •Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
It could happen to anyone	<ul style="list-style-type: none"> •Identify the consequences of positive and negative behaviour on themselves and others; •Give examples of how individual/group actions can impact on others in a positive or negative way.
Keeping Myself Safe	
'Thinking' about habits	<ul style="list-style-type: none"> •Explain what a habit is, giving examples; •Describe why and how a habit can be hard to change.

Jay's dilemma	<ul style="list-style-type: none"> •Recognise that there are positive and negative risks; •Explain how to weigh up risk factors when making a decision; •Describe some of the possible outcomes of taking a risk.
Spot bullying	<ul style="list-style-type: none"> •Demonstrate strategies to deal with both face-to-face and online bullying; •Demonstrate strategies and skills for supporting others who are bullied; •Recognise and describe the difference between online and face-to-face bullying.
Ella's diary dilemma	<ul style="list-style-type: none"> •Define what is meant by a dare; •Explain why someone might give a dare; •Suggest ways of standing up to someone who gives a dare.
Decision Dilemmas	<ul style="list-style-type: none"> •Recognise which situations are risky; •Explore and share their views about decision making when faced with a risky situation; •Suggest what someone should do when faced with a risky situation.
Play, Like, Share	<ul style="list-style-type: none"> •Reflect on what information they share offline and online: •Recognise that people aren't always who they say they are online; •Know how to protect personal information online.
Drugs: true or false?	<ul style="list-style-type: none"> •Understand some of the complexities of categorising drugs; •Know that all medicines are drugs but not all drugs are medicines; •Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
Smoking: what is normal?	<ul style="list-style-type: none"> •Understand the actual norms around smoking and the reasons for common misperceptions of these.
Would you risk it?	<ul style="list-style-type: none"> •Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; •Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
Rights and Responsibilities	
What's the story?	<ul style="list-style-type: none"> •Identify, write and discuss issues currently in the media concerning health and wellbeing; •Express their opinions on an issue concerning health and wellbeing; •Make recommendations on an issue concerning health and wellbeing.
Fact or opinion?	<ul style="list-style-type: none"> •Understand the difference between a fact and an opinion;

	<ul style="list-style-type: none"> • Understand what biased reporting is and the need to think critically about things we read.
Rights, responsibilities and duties	<ol style="list-style-type: none"> 1. Define the differences between responsibilities, rights and duties; 2. Discuss what can make them difficult to follow; 3. Identify the impact on individuals and the wider community if responsibilities are not carried out.
Mo makes a difference	<ol style="list-style-type: none"> 1. Explain what we mean by the terms voluntary, community and pressure (action) group; 2. Give examples of voluntary groups, the kind of work they do and its value.
Spending wisely	<ol style="list-style-type: none"> 1. State the costs involved in producing and selling an item; 2. Suggest questions a consumer should ask before buying a product.
Lend us a fiver!	<ol style="list-style-type: none"> 1. Define the terms loan, credit, debt and interest; 2. Suggest advice for a range of situations involving personal finance.
Local councils	<ol style="list-style-type: none"> 1. Explain some of the areas that local councils have responsibility for; 2. Understand that local Councillors are elected to represent their local community.
Being My Best	
Getting fit	<ol style="list-style-type: none"> 1. Know two harmful effects each of smoking/drinking alcohol. 2. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. 3. Understand the actual norms around smoking and the reasons for common misperceptions of these.
It all adds up!	<ol style="list-style-type: none"> 1. Know the basic functions of the four systems covered and know they are inter-related. 2. Explain the function of at least one internal organ. 3. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Different skills	<ol style="list-style-type: none"> 1. Identify their own strengths and talents; 2. Identify areas that need improvement and describe strategies for achieving those improvements.
My school community	<ol style="list-style-type: none"> 1. State what is meant by community; 2. Explain what being part of a school community means to them; 3. Suggest ways of improving the school community.
Independence and responsibility	<ol style="list-style-type: none"> 1. Identify people who are responsible for helping them stay healthy and safe; 2. Identify ways that they can help these people.
Star qualities	<ol style="list-style-type: none"> 1. Describe 'star' qualities of celebrities as portrayed by the media; 2. Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; 3. Describe 'star' qualities that 'ordinary' people have.
Basic first aid	See link to external resources for further information
Growing and Changing	

How are they feeling?	<ol style="list-style-type: none"> 1. Use a range of words and phrases to describe the intensity of different feelings 2. Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; 3. Explain strategies they can use to build resilience.
Taking notice of our feelings	<ul style="list-style-type: none"> •Identify people who can be trusted; •Describe strategies for dealing with situations in which they would feel uncomfortable.
Dear Hetty	<ul style="list-style-type: none"> •Explain how someone might feel when they are separated from someone or something they like; •Suggest ways to help someone who is separated from someone or something they like.
Changing bodies and feelings	<ul style="list-style-type: none"> •Know the correct words for the external sexual organs; •Discuss some of the myths associated with puberty.
Growing up and changing bodies	<ul style="list-style-type: none"> •Identify some products that they may need during puberty and why; •Know what menstruation is and why it happens.
Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> •Recognise how our body feels when we're relaxed; •List some of the ways our body feels when it is nervous or sad; •Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Dear Ash	<ul style="list-style-type: none"> •Explain the difference between a safe and an unsafe secret; •Identify situations where someone might need to break a confidence in order to keep someone safe.
Stop, start stereotypes	<ul style="list-style-type: none"> •Recognise that some people can get bullied because of the way they express their gender; •Give examples of how bullying behaviours can be stopped.

DfE Relationships and Health Education Requirements: **Year 6**

SCARF Lesson Plan title & half-termly unit		SCARF Lesson Plan Learning Outcomes
Me and My Relationships		

Working together	<ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this.
Let's negotiate	<ul style="list-style-type: none"> • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task.
Solve the friendship problem	<ul style="list-style-type: none"> • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
Assertiveness Skills	<ul style="list-style-type: none"> • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
Behave yourself	<ul style="list-style-type: none"> • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
Dan's day	<ul style="list-style-type: none"> • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others.
Don't force me	<ul style="list-style-type: none"> • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree.
Acting Appropriately	<ul style="list-style-type: none"> • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal.
It's a puzzle	<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology.
Valuing Difference	
Ok to be different	<ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers.

We have more in common than not	<ol style="list-style-type: none"> 1. Know that all people are unique but that we have far more in common with each other than what is different about us; 2. Consider how a bystander can respond to someone being rude, offensive or bullying someone else; 3. Demonstrate ways of offering support to someone who has been bullied.
Respecting differences	<ol style="list-style-type: none"> 1. Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
Tolerance and respect for others	<ol style="list-style-type: none"> 1. Understand and explain the term prejudice; 2. Identify and describe the different groups that make up their school/wider community/other parts of the UK; 3. Describe the benefits of living in a diverse society; 4. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Advertising friendships!	<ul style="list-style-type: none"> • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carers, relative).
Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
Keeping Myself Safe	
Thinking before you click!	<ol style="list-style-type: none"> 1. Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; 2. Understand and describe the ease with which something posted online can spread.
Traffic lights	<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology.
To share or not to share?	<ul style="list-style-type: none"> • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online.
Rat Park	<ul style="list-style-type: none"> • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.

What sort of drug is..?	<ul style="list-style-type: none"> •Explain how drugs can be categorised into different groups depending on their medical and legal context; •Demonstrate an understanding that drugs can have both medical and non-medical uses; •Explain in simple terms some of the laws that control drugs in this country.
Drugs: it's the law!	<ul style="list-style-type: none"> •Understand some of the basic laws in relation to drugs; •Explain why there are laws relating to drugs in this country.
Alcohol: what is normal?	<ul style="list-style-type: none"> •Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; •Describe some of the effects and risks of drinking alcohol.
Joe's story (part 1)	<ol style="list-style-type: none"> 1. Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; 2. Explain how these emotional needs impact on people's behaviour; 3. Suggest positive ways that people can get their emotional need met.
Joe's story (part 2)	<ul style="list-style-type: none"> •Understand that with independence comes responsibility •Explain how these emotional needs impact on people's behaviour; •Suggest positive ways that people can get their emotional needs met.
Rights and Responsibilities	
Two sides to every story	<ul style="list-style-type: none"> •Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; •Describe the language and techniques that make up a biased report; •Analyse a report also extract the facts from it.
Fakebook Friends	<ul style="list-style-type: none"> •Know the legal age (and reason behind these) for having a social media account; •Understand why people don't tell the truth and often post only the good bits about themselves, online; •Recognise that people's lives are much more balanced in real life, with positives and negatives.
What's it worth?	<ul style="list-style-type: none"> •Explain some benefits of saving money; •Describe the different ways money can be saved, outlining the pros and cons of each method; •Describe the costs that go into producing an item; •Suggest sale prices for a variety of items, taking into account a range of factors; •Explain what is meant by the term interest.

Jobs and taxes	<ul style="list-style-type: none"> •Recognise and explain that different jobs have different levels of pay and the factors that influence this; •Explain the different types of tax (income tax and VAT) which help to fund public services; •Evaluate the different public services and compare their value.
Action stations!	<ul style="list-style-type: none"> •Explain what we mean by the terms voluntary, community and pressure (action) group; •Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.
Project Pitch (parts 1 & 2)	<ul style="list-style-type: none"> • That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • Continue to develop the skills to exercise these responsibilities.
Happy shoppers	<ul style="list-style-type: none"> •Explain what is meant by living in an environmentally sustainable way; <p>Suggest actions that could be taken to live in a more environmentally sustainable way.</p>
Democracy in Britain 1 – Elections	<ol style="list-style-type: none"> 1. Why and how rules and laws that protect them and others are made and enforced, 2. Why different rules are needed in different situations and how to take part in making and changing rules. 3. Begin to understand the way in which democracy in Britain works.
Democracy in Britain 2 – How (most) laws are made	<ol style="list-style-type: none"> 1. Why and how rules and laws that protect them and others are made and enforced 2. Why different rules are needed in different situations and how to take part in making and changing rules.
Being My Best	
Five Ways to Wellbeing project	<ul style="list-style-type: none"> •Explain what the five ways to wellbeing are; •Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
This will be your life!	<ul style="list-style-type: none"> •Identify aspirational goals; •Describe the actions needed to set and achieve these.
Our recommendations	<ul style="list-style-type: none"> •Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
What's the risk? (1)	<ul style="list-style-type: none"> •Identify risk factors in a given situation (involving alcohol); •Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; •Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.

What's the risk? (2)	<ul style="list-style-type: none"> •Identify risk factors in a given situation; •Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; •Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
Basic first aid	See link to external resources for further information
Growing and Changing	
Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> •Recognise some of the changes they have experienced and their emotional responses to those changes; •Suggest positive strategies for dealing with change; •Identify people who can support someone who is dealing with a challenging time of change.
I look great!	<ul style="list-style-type: none"> •Understand that fame can be short-lived; •Recognise that photos can be changed to match society's view of perfect; •Identify qualities that people have, as well as their looks.
Media manipulation	<ul style="list-style-type: none"> •Define what is meant by the term stereotype; •Recognise how the media can sometimes reinforce gender stereotypes; •Recognise that people fall into a wide range of what is seen as normal; •Challenge stereotypical gender portrayals of people.
Pressure online	<ul style="list-style-type: none"> •Understand the risks of sharing images online and how these are hard to control, once shared; •Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; •Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
Is this normal?	<ul style="list-style-type: none"> •Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; •Suggest strategies that would help someone who felt challenged by the changes in puberty; •Understand what FGM is and that it is an illegal practice in this country; •Know where someone could get support if they were concerned about their own or another person's safety.
Dear Ash	<ul style="list-style-type: none"> •Explain the difference between a safe and an unsafe secret;

	<ul style="list-style-type: none"> •Identify situations where someone might need to break a confidence in order to keep someone safe.
Making babies	<ul style="list-style-type: none"> •Identify the changes that happen through puberty to allow sexual reproduction to occur; •Know a variety of ways in which the sperm can fertilise the egg to create a baby; •Know the legal age of consent and what it means.
What is HIV?	<ul style="list-style-type: none"> •Explain how HIV affects the body's immune system; •Understand that HIV is difficult to transmit; •Know how a person can protect themselves from HIV

Appendix 4: Sex Education at Darrington CE Primary School

- Sex Education is not compulsory in primary schools (DfE, para 65/page 23)
- DfE recommends that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils'. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born' (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the content of health education as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20).
- LGBT: all teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15).
- Schools are free to determine whether pupils are taught sex education beyond what is required above.

At Darrington CE Primary School we teach sex education

Parents/Carers will be:

- consulted about the content, organisation, and delivery of the sex education curriculum.
- given the opportunity to share their views on the lessons.
- informed in advance of the content of sex education lessons and be able to view the main resources used.

- encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- given clear guidance on how to request the withdrawal of their child from these components of sex education.

SCARF will be used to teach Sex Education. Refer to Appendix 3 to see coverage and the objectives which are taught.

Appendix 5: Sample letter to Parents/Carers (engagement)

Dear

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from some or all of sex education delivered as part of our RSHE/PSHE ed programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

Appendix 6: Sample form to be used for parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum

Parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum A copy of this form should be given to the parent(s) and a copy retained in school	
To be completed by the parent(s)	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from sex education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
To be completed by the Headteacher	
Notes from discussion with parent(s)	

How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	
Headteacher signature	
Review date	

Appendix 7 - Links and Resources

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

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

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

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

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>

Policy title	RSHE Policy
Monitoring and review	Annually or as guidance changes
Links	SEND/INCLUSION POLICY
Staff responsible	SEND/Headteacher
Committee responsible	Pupils and Standards Committee
Date approved	
Review date	September 2021