



Wickham Common Primary School

Relationships and Sex Education Policy

Wickham Common are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Staff Responsible:	Head Teacher / PHSE Lead
Date of Review:	March 2025
Date of Next Review:	March 2026

SUMMARY OF CHANGES

Date	Change
September 2020	New policy to reflect new syllabus
March 2021	Ratified by Governors Reference to the Equalities Act
April 2023	<p>Addition of legal duties</p> <ul style="list-style-type: none"> • Sections 406 and 407 of the Education Act 1996 • Part 6, chapter 1 of the Equality Act 2010 <p>P 5 - Certain aspects of puberty will be taught, to both boys and girls, from the Summer Term of Year 3, with menstruation being taught in the Summer Terms of Year 3 (within mammals) and 4, 5 and 6 in humans.</p> <p>P 6 – Teaching of SEND</p> <p>P 28 – Year 6 link to stand alone sex education</p>
April 2024	P5 - link to Open Mindedness Value

Contents

Contents

1. Aims	4
2. Statutory requirements	4
3. Policy development	4
4. Definition	5
5. Curriculum	5
6. Delivery of Relationships and Sex Education	5
7. Roles and responsibilities	7
8. Parents' right to withdraw	7
9. Training	8
10. Monitoring arrangements	8
Appendix 1: Curriculum map	9
Appendix 2: By the end of primary school pupils should know	30
Appendix 3: Parent form: withdrawal from non-science components of sex education within RSE	32

1.Aims

The aims of Relationships and Sex Education (RSE) at our school are to: --

Provide a framework in which sensitive discussions can take place

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Help pupils develop feelings of self-respect, confidence and empathy

Create a positive culture around issues of sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

At Wickham Common Primary School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend meetings about the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

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

Our curriculum works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home. Our curriculum is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.

Primary sex education in the Summer Terms for Year 5 and 6 will focus on:

- Preparing boys and girls for the changes that adolescence brings

- How a baby is conceived and born (Year 6)

The content is taught by the class teachers and children are shown the same videos, in same sex groups.

Certain aspects of puberty will be taught, to both boys and girls, from the Summer Term of Year 3, with menstruation being taught in the Summer Terms of Year 3 (within mammals) and 4, 5 and 6 in humans.

For more information about our curriculum, including the resources we use to teach Sex Education, see our curriculum map in Appendix 1.

6. Delivery of RSE

This is taught as part of the Personal, Social, Health and Economic (PSHE) curriculum. Wickham Common Primary School use the scheme 'SCARF', provided by Coram Life Education: (<https://www.coramlifeeducation.org.uk/scarf/>) which is a comprehensive programme of PSHE (including RSE) and provides accurate information about the body, puberty and reproduction. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It has been developed by teachers and is centred on a 'open-minded' approach, one of our key values here at Wickham Common Primary School. It helps to promote positive behaviours, mental health, wellbeing, tolerance, resilience and achievement, all values which are in line with our own ethos and core values.

Each year group follows the same theme for each half term and children have weekly 30 minute lessons based around each theme. The themes include:

- Autumn 1 Me and my relationships
- Autumn 2 Valuing difference (Including British Values)
- Spring 1 Keeping myself safe (RSE)
- Spring 2 Rights and responsibilities
- Summer 1 Being my best
- Summer 2 Growing and changing (RSE)

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

For more information about our Relationships and Sex curriculum, including our curriculum overview for each year group, please see Appendices 1 and 2.

Our RSE curriculum aims to respond to the diversity of children's cultures, faiths and family backgrounds. We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. As a school we will ensure that we comply with the relevant provisions of the Equality Act 2010, recognising under which sexual orientation and gender reassignment are amongst the protected characteristics. We will ensure that RSE fosters gender equality and LGBT+ equality by ensuring content is age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. Content will be integrated into programmes of study for RSE within our PSHE curriculum and will not be taught as stand-alone units.

Wickham Common is committed to the provision of RSE to all of its pupils. The lessons are taught in a variety of ways, taking into account a range of learning styles and many activities allow for a collaborative style meaning children can work together to discuss and support one another. For children with SEND, quality first teaching will ensure that additional support within lessons will support those where needed. This could include small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEND.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

7. Roles and responsibilities

7.1 The Governing Board

The governing board will monitor and review the Relationships and Sex Policy, and hold the Head Teacher to account for its implementation.

7.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-science components (see section 8).

7.3 Staff

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes towards Relationships and Sex

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of sex education.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching this are encouraged to discuss this with the Head Teacher and/or the Lead Teacher who is responsible for PSHE.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within the Relationships and Sex curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher.

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

9. Training

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

All staff have received training from our 'SCARF' Representative.

The Head Teacher and/or PHSE Lead Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored through lesson observations, book scrutinies, learning walks and pupil voice by the Lead for PSHE and RE and the Headteacher.

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

This policy will be reviewed annually. At every review, the policy will be approved by the Local Governing Board.

Appendix 1: Curriculum map

RSE curriculum map

Wickham Common Primary School use a scheme of work called 'SCARF' (<https://www.coramlifeeducation.org.uk/scarf/>) which is a comprehensive programme of PSHE (including RSE) and provides accurate information about the body, puberty and reproduction. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It has been developed by teachers and is centred on a 'growth- mindset' approach. It helps to promote positive behaviours, good mental health, wellbeing, resilience and achievement, all values which are in line with our own ethos and core values.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	Autumn 1	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> ✓ What makes me special ✓ People close to me ✓ Getting help <p>Lessons:</p> <ul style="list-style-type: none"> • All about me • What makes me special • Me and my special people • Who can help me? • My feelings • My feelings (2) 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	Autumn 2	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> ✓ Similarities and difference ✓ Celebrating difference ✓ Showing kindness <p>Lessons:</p> <ul style="list-style-type: none"> • 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) 	All resources can be found on the SCARF Scheme of Work
EYFS	Spring 1	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> ➤ Keeping my body safe ➤ Safe secrets and touches ➤ People who help to keep us safe <p>Lessons:</p> <ul style="list-style-type: none"> • 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 	All resources can be found on the SCARF Scheme of Work
EYFS	Spring 2	<p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> ✓ Looking after things: friends, environment, money <p>Lessons:</p> <ul style="list-style-type: none"> • 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 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	Summer 1	<p><u>Being My Best</u></p> <ul style="list-style-type: none"> ➤ Keeping by body healthy– food, exercise, sleep ➤ Growth Mindset <p>Lessons:</p> <ul style="list-style-type: none"> • Bouncing back when things go wrong • Yes, I can! • Healthy eating (1) • Healthy eating (2) • Move your body • A good night's sleep 	All resources can be found on the SCARF Scheme of Work
EYFS	Summer 2	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> ➤ Cycles ➤ Life stages <p>Lessons:</p> <ul style="list-style-type: none"> • 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 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 1	<p><u>Me and My Relationships (Includes feelings/emotions/conflict resolution/friendships)</u></p> <ul style="list-style-type: none"> ➤ Feelings ➤ Getting help ➤ Classroom rules <p>Lessons:</p> <ul style="list-style-type: none"> • Why we have classroom rules • Thinking about feelings • Our feelings • Feelings and bodies • Our special people balloons • Good friends • How are you listening? 	All resources can be found on the SCARF Scheme of Work
Year 1	Autumn 2	<p><u>Valuing Difference (includes British Values)</u></p> <ul style="list-style-type: none"> ➤ Recognising, valuing and celebrating difference ➤ Developing tolerance and respect <p>Lessons:</p> <ul style="list-style-type: none"> • Same or different? • Unkind, tease or bully? • Harold's school rules • Who are our special people? • It's not fair! 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Spring 1	<p><u>Keeping Myself Safe (includes aspects of Relationships Education)</u></p> <ul style="list-style-type: none"> ➤ How our feelings can keep us safe ➤ Keeping healthy ➤ Medicine Safety <p>Lessons:</p> <ul style="list-style-type: none"> • Healthy me • Super sleep • Who can help? (1) • Harold loses Geoffrey • What could Harold do? • Good or bad touches? 	All resources can be found on the SCARF Scheme of Work
Year 1	Spring 2	<p><u>Rights and Responsibilities (Includes money/living in the wider world/environment)</u></p> <ul style="list-style-type: none"> ➤ Taking care of things: <ul style="list-style-type: none"> - My self - My money - My environment <p>Lessons:</p> <ul style="list-style-type: none"> • Harold's wash and brush up • Around and about the school • Taking care of something • Harold's money • How should we look after our money? • Basic first aid 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 1	<p><u>Being My Best (Includes keeping healthy/Growth Mindset/goal setting/achievement)</u></p> <ul style="list-style-type: none"> ➤ Growth Mindset ➤ Keeping by body healthy <p>Lessons:</p> <ul style="list-style-type: none"> • I can eat a rainbow • Eat well • Catch it! Bin it! Kill it! • Harold learns to ride his bike • Pass on the praise! • Harold has a bad day 	All resources can be found on the SCARF Scheme of Work
Year 1	Summer 2	<p><u>Growing and Changing (includes aspects of Health Education)</u></p> <ul style="list-style-type: none"> ➤ Getting help ➤ Becoming independent ➤ My body parts <p>Lessons:</p> <ul style="list-style-type: none"> • Inside my wonderful body! • Taking care of a baby • Then and now • Who can help? (2) • Surprises and secrets • Keeping privates private 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn 1	<p><u>Me and My Relationships (Includes feelings/emotions/conflict resolution/friendships)</u></p> <ul style="list-style-type: none"> ➤ Bullying and teasing ➤ Our school rules about bullying ➤ Being a good friend ➤ Feelings/self-regulation <p>Lessons:</p> <ul style="list-style-type: none"> • Our ideal classroom (1) • Our ideal classroom (2) • How are you feeling today? • Bullying or teasing? • Don't do that! • Types of bullying • Being a good friend • Let's all be happy! 	All resources can be found on the SCARF Scheme of Work
Year 2	Autumn 2	<p><u>Valuing Difference (includes British Values)</u></p> <ul style="list-style-type: none"> ➤ Being kind and helping others ➤ Listening Skills <p>Lessons:</p> <ul style="list-style-type: none"> • What makes us who we are? • How do we make others feel? • My special people • When someone is feeling left out • An act of kindness • Solve the problem 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Spring 1	<p><u>Keeping Myself Safe (Includes aspects of Relationships Education)</u></p> <ul style="list-style-type: none"> ➤ Safe and unsafe secrets ➤ Appropriate touch ➤ Medicine safety <p>Lessons:</p> <ul style="list-style-type: none"> • Harold's picnic • How safe would you feel? • What should Harold say? • I don't like that! • Fun or not? • Should I tell? • Some secrets should never be kept 	All resources can be found on the SCARF Scheme of Work
Year 2	Spring 2	<p><u>Rights and Responsibilities (Includes money/living in the wider world/environment)</u></p> <ul style="list-style-type: none"> ➤ Cooperation ➤ Self-regulation <p>Lessons:</p> <ul style="list-style-type: none"> • Getting on with others • When I feel like erupting • Feeling safe • How can we look after our environment? • Harold saves for something special • Harold goes camping 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 1	<p><u>Being My Best (Includes keeping healthy/Growth Mindset/goal setting/achievement)</u></p> <ul style="list-style-type: none"> ➤ Growth Mindset ➤ Looking after my body <p>Lessons:</p> <ul style="list-style-type: none"> • You can do it! • My day • Harold's postcard - helping us to keep clean and healthy • Harold's bathroom • My body needs... • What does my body do? 	All resources can be found on the SCARF Scheme of Work
Year 2	Summer 2	<p><u>Growing and Changing (Includes aspects of Health Education)</u></p> <ul style="list-style-type: none"> ➤ Life cycles ➤ Dealing with loss ➤ Being supportive <p>Lessons:</p> <ul style="list-style-type: none"> • A helping hand • Sam moves house • Haven't you grown! • My body, your body • Respecting privacy • Basic first aid 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn 1	<p><u>Me and My Relationships (Includes feelings/emotions/conflict resolution/friendships)</u></p> <ul style="list-style-type: none"> ➤ Cooperation ➤ Caring friendships ➤ Respectful relationships <p>Lessons:</p> <ul style="list-style-type: none"> • As a rule • My special pet • Tangram team challenge • Looking after our special people • How can we solve this problem? • Dan's dare • Thunks • Friends are special 	All resources can be found on the SCARF Scheme of Work
Year 3	Autumn 2	<p><u>Valuing Difference (includes British Values)</u></p> <ul style="list-style-type: none"> ➤ Recognising and respecting diversity ➤ Being respectful and tolerant <p>Lessons:</p> <ul style="list-style-type: none"> • Family and friends • My community • Respect and challenge • Our friends and neighbours • Let's celebrate our differences • Zeb 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Spring 1	<p><u>Keeping Myself Safe (Includes aspects of safe internet use, drugs and Relationships Education)</u></p> <ul style="list-style-type: none"> ➤ Managing risk ➤ Drugs and their risks ➤ Staying safe online <p>Lessons:</p> <ul style="list-style-type: none"> • Safe or unsafe? • Danger or risk? • The Risk Robot • Alcohol and cigarettes: the facts • Super Searcher • None of your business! • Raisin challenge (1) • Help or harm? 	All resources can be found on the SCARF Scheme of Work
Year 3	Spring 2	<p><u>Rights and Responsibilities (Includes money/living in the wider world/environment)</u></p> <ul style="list-style-type: none"> ➤ Skills we need to develop as we grow up ➤ Helping and being helped <p>Lessons:</p> <ul style="list-style-type: none"> • Our helpful volunteers • Helping each other to stay safe • Recount task • Harold's environment project • Can Harold afford it? • Earning money 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 1	<p><u>Being My Best (Includes keeping healthy/Growth Mindset/goal setting/achievement)</u></p> <ul style="list-style-type: none"> ➤ Keeping myself healthy ➤ Celebrating and developing my skills <p>Lessons:</p> <ul style="list-style-type: none"> • Derek cooks dinner! (healthy eating) • Poorly Harold • For or against? • I am fantastic! • Getting on with your nerves! • Body team work • Top talents 	All resources can be found on the SCARF Scheme of Work
Year 3	Summer 2	<p><u>Growing and Changing (Includes aspects of Health Education)</u></p> <ul style="list-style-type: none"> ➤ Relationships ➤ Keeping safe <p>Lessons:</p> <ul style="list-style-type: none"> • Relationship Tree • Body space • Secret or surprise? • My changing body – <u>omitting</u> the aspect of Menstruation (Activity 2) but adapting to include some of the emotional and physical changes which our bodies go through when puberty begins. • Basic first aid 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn 1	<p><u>Me and My Relationships (Includes feelings/emotions/conflict resolution/friendships)</u></p> <ul style="list-style-type: none"> ➤ Recognising feelings ➤ Bullying ➤ Assertive skills <p>Lessons:</p> <ul style="list-style-type: none"> • An email from Harold! • Ok or not ok? (part 1) • Ok or not ok? (part 2) • Human machines • Different feelings • When feelings change • Under pressure 	All resources can be found on the SCARF Scheme of Work
Year 4	Autumn 2	<p><u>Valuing Difference (includes British Values)</u></p> <ul style="list-style-type: none"> ➤ Recognising and celebrating difference (including religions and cultural difference) ➤ Understanding and challenging stereotypes <p>Lessons:</p> <ul style="list-style-type: none"> • Can you sort it? • Islands • Friend or acquaintance? • What would I do? • The people we share our world with • That is such a stereotype! 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Spring 1	<p><u>Keeping Myself Safe (Includes aspects of safe internet use, drugs and Relationships Education)</u></p> <ul style="list-style-type: none"> ➤ Managing risk ➤ Understanding the norms of drug use (cigarette and alcohol use) ➤ Influences <p>Lessons:</p> <ul style="list-style-type: none"> • Danger, risk or hazard? • Picture Wise • How dare you! • Medicines: check the label • Know the norms (formerly Tell Ed6) • Keeping ourselves safe • Raisin challenge (2) 	All resources can be found on the SCARF Scheme of Work
Year 4	Spring 2	<p><u>Rights and Responsibilities (Includes money/living in the wider world/environment)</u></p> <ul style="list-style-type: none"> ➤ Making a difference (different ways of helping others or the environment) ➤ Media influence ➤ Decisions about spending money <p>Lessons:</p> <ul style="list-style-type: none"> • Who helps us stay healthy and safe? • It's your right • How do we make a difference? • In the news! • Safety in numbers • Logo quiz • Harold's expenses • Why pay taxes? 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 1	<p><u>Being My Best (Includes keeping healthy/Growth Mindset/goal setting/achievement)</u></p> <ul style="list-style-type: none"> ➤ Having choices and making decisions about my health ➤ Taking care of my environment <p>Lessons:</p> <ul style="list-style-type: none"> • What makes me ME! • Making choices (formerly Ed6 Learns to be human) • SCARF Hotel • Harold's Seven Rs • My school community (1) • Basic first aid 	All resources can be found on the SCARF Scheme of Work
Year 4	Summer 2	<p><u>Growing and Changing (Includes aspects of Health Education)</u></p> <ul style="list-style-type: none"> ➤ Body changes during puberty ➤ Managing difficult feelings ➤ Relationships including marriage <p>Lessons:</p> <ul style="list-style-type: none"> • Moving house • My feelings are all over the place! • All change! • Period positive • Secret or surprise? • Together 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn 1	<p><u>Me and My Relationships (Includes feelings/emotions/conflict resolution/friendships)</u></p> <ul style="list-style-type: none"> ➤ Feelings ➤ Friendship skills, including compromise ➤ Assertive skills <p>Lessons:</p> <ul style="list-style-type: none"> • Collaboration Challenge! • Give and take • How good a friend are you? • Relationship cake recipe • Being assertive • Our emotional needs • Communication 	All resources can be found on the SCARF Scheme of Work
Year 5	Autumn 2	<p><u>Valuing Difference (Includes British Values)</u></p> <ul style="list-style-type: none"> ➤ Recognising and celebrating difference, including religions and ➤ cultural ➤ Influence and pressure of social media <p>Lessons:</p> <ul style="list-style-type: none"> • Qualities of friendship • Kind conversations • The land of the Red People • Is it true? • It could happen to anyone 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Spring 1	<p><u>Keeping Myself Safe (Includes aspects of safe internet use, drugs and Relationships Education)</u></p> <ul style="list-style-type: none"> ➤ Managing risk, including staying safe online ➤ Norms around use of legal drugs (tobacco, alcohol) <p>Lessons:</p> <ul style="list-style-type: none"> • 'Thunking' about habits • Jay's dilemma • Spot bullying • Ella's diary dilemma • Decision dilemmas • Play, like, share • Drugs: true or false? • Smoking: what is normal? • Would you risk it? 	All resources can be found on the SCARF Scheme of Work
Year 5	Spring 2	<p><u>Rights and Responsibilities (Includes money/living in the wider world/environment)</u></p> <ul style="list-style-type: none"> ➤ Rights and responsibilities ➤ Rights and responsibilities relating to my health ➤ Decisions about lending, borrowing and spending <p>Lessons:</p> <ul style="list-style-type: none"> • What's the story? • Fact or opinion? • Rights, responsibilities and duties • Mo makes a difference • Spending wisely • Lend us a fiver! • Local councils 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 1	<p><u>Being My Best (Includes keeping healthy/Growth Mindset/goal setting/achievement)</u></p> <ul style="list-style-type: none"> ➤ Growing independence and taking responsibility ➤ Media awareness and safety <p>Lessons:</p> <ul style="list-style-type: none"> • Getting fit • It all adds up! • Different skills • My school community (2) • Independence and responsibility • Star qualities? • Basic first aid 	<p>All resources can be found on the SCARF Scheme of Work</p>
Year 5	Summer 2	<p><u>Growing and Changing (Includes aspects of Health Education)</u></p> <ul style="list-style-type: none"> ➤ Managing difficult feelings ➤ Managing change ➤ Getting help <p>Lessons:</p> <ul style="list-style-type: none"> • How are they feeling? • Taking notice of our feelings • Dear Hetty • Changing bodies and feelings • Growing up and changing bodies • It could happen to anyone • Help! I'm a teenager - get me out of here! • Dear Ash • Stop, start, stereotypes 	<p>All resources can be found on the SCARF Scheme of Work</p> <p>Sex Education Videos: https://www.healthpromotion.ie/health/inner/busy_bodies</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn 1	<p><u>Me and My Relationships (Includes feelings/emotions/conflict resolution/friendships)</u></p> <ul style="list-style-type: none"> ➤ Assertiveness ➤ Cooperation ➤ Safe/unsafe touches <p>Lessons:</p> <ul style="list-style-type: none"> • Working together • Let's negotiate • Solve the friendship problem • Assertiveness skills (formerly Behave yourself - 2) • Behave yourself • Dan's day • Don't force me • Acting appropriately • It's a puzzle 	All resources can be found on the SCARF Scheme of Work
Year 6	Autumn 2	<p><u>Valuing Difference (Includes British Values)</u></p> <ul style="list-style-type: none"> ➤ Recognising and reflecting on prejudice-based bullying ➤ Understanding Bystander behavior <p>Lessons:</p> <ul style="list-style-type: none"> • OK to be different • We have more in common than not • Respecting differences • Tolerance and respect for others • Advertising friendships! • Boys will be boys? - challenging gender stereotypes 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Spring 1	<p><u>Keeping Myself Safe (Includes aspects of safe internet use, drugs and Relationships Education)</u></p> <ul style="list-style-type: none"> ➤ Emotional needs ➤ Staying safe online ➤ Drugs: norms and risks (including the law) <p>Lessons:</p> <ul style="list-style-type: none"> • Think before you click! • Traffic lights • To share or not to share? • Rat Park • What sort of drug is...? • Drugs: it's the law! • Alcohol: what is normal? • Joe's story (part 1) • Joe's story (part 2) 	All resources can be found on the SCARF Scheme of Work
Year 6	Spring 2	<p><u>Rights and Responsibilities (Includes money/living in the wider world/environment)</u></p> <ul style="list-style-type: none"> ➤ Understanding media bias, including social media ➤ Caring: communities and the environment ➤ Earning and saving money <p>Lessons:</p> <ul style="list-style-type: none"> • Two sides to every story • Fakebook friends • What's it worth? • Jobs and taxes • Action stations! • Project Pitch (parts 1 & 2) • Happy shoppers • Democracy in Britain 1 - Elections • Democracy in Britain 2 - How (most) laws are made 	All resources can be found on the SCARF Scheme of Work

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 1	<ul style="list-style-type: none"> • You are Awesome <p>You are Awesome To understand my own mindset. To recognise that it takes effort to achieve.</p> <p>To recognise different responses when we encounter obstacles. To understand that I can overcome obstacles in my path.</p> <p>To understand that the brain is a muscle and new connections must be repeated. To reflect on current learning habits and identify which are building knowledge for the future.</p> <p>To recognise the importance of practising – hard! To identify how practice helps me.</p> <p>To understand that small improvements makes a big difference. To identify ways to apply the theory to my own performance.</p> <p>To recognise that even the best players, singers, actors ‘choke’ (collapse under pressure). To identify steps to follow when nervous about performing under pressure.</p> <p>To recognise the importance of grit and determination in maintaining resilience. To identify how my mindset has changed during the course and plan my next steps to awesome!</p>	https://www.matthewsyedkidsbooks.co.uk/landing-page/you-are-awesome-resource-packs/

Year 6	Summer 2	<p><u>Growing and Changing (Includes aspects of Health Education)</u></p> <ul style="list-style-type: none"> ➤ Keeping safe ➤ Body Image ➤ Self esteem <p>Lessons:</p> <ul style="list-style-type: none"> • Helpful or unhelpful? Managing change • I look great! • Media manipulation • Pressure online • Is this normal? • Dear Ash • Making babies (as well as IVF, surrogacy and adoption – to adapt to include 'donation') (Omitting the 'sexual intercourse' aspect of this lesson) • What is HIV? 	<p>All resources can be found on the SCARF Scheme of Work</p> <p>Year 6 will continue to have stand-alone Sex Education lessons using the following resource:</p> <p>https://www.healthpromotion.ie/health/inner/busy_bodies</p>
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
<p>Respectful relationships</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 3: Parent form: withdrawal from non-science components of sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	