



# **Diocese of Gloucester Academies Trust**

## **Relationships and Health Education Policy**

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Status and Review Cycle;	Statutory and annually
Responsible group:	The Trust
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## Statement of intent

At Whiteshill Primary School we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

## I.Vision and Values

**I.1** At Whiteshill Primary School our school curriculum is planned in line with our school vision which is underpinned by the values: We are curious, we are unique, we are together, we are Whiteshill.

**I.2** The Diocese of Gloucester Academy Trust schools undertake to follow the principles for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) as set out in the 8 points of the **Church of England Charter for RSE** below, which have been based on the principles established by the Church of England's Pastoral Advisory Group and exemplified in the key documents - **Pastoral Principles for Living Well Together** and **Valuing All God's Children**.

### **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 (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity) 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 and to keep themselves safe.** 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.

## **2. Legal framework**

**2.1** This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

**2.2** This policy operates in conjunction with the following school policies:

- **Safeguarding and Child Protection Policy**
- **Behaviour Policy**
- **Anti-Bullying Policy**
- **Acceptable Use Policy**
- **PSHE Policy**
- **SEND Policy**
- **Equal Opportunities Policy**
- **Confidentiality Policy**

## **3. Roles and responsibilities**

**3.1** The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Ensuring that appropriate parental consultation is carried out and providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

**3.2** The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.

- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

### 3.3 The PSHE subject lead is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

### 3.4 The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE subject lead to evaluate the quality of provision.

### 3.5 The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

## 4. Organisation of the curriculum

**4.1** Every primary school is required to deliver statutory relationships education and health education.

**4.2.** For the purpose of this policy, **“relationships and sex education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

**4.3** For the purpose of this policy, **“health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

**4.4** The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

**4.5** The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

**4.6** The relationships and health curriculum take into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

**4.7** The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs; for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

**4.8** We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Training sessions
- Newsletters and letters

**4.9** Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by emailing [head@whiteshill.gloucs.sch.uk](mailto:head@whiteshill.gloucs.sch.uk)

**4.10** The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

**4.11** When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

## **5.Consultation with parents**

**This policy has been established during the extraordinary circumstances of the coronavirus pandemic. Whilst the Department for Education guidance advocates either written or face to face parental consultation, some schools may have normally organised meetings to share this policy with parents. For the purposes of the 2020 policy consultation will be written, with the opportunity for parents to pose questions and concerns by e-mail or phone.**

**5.1** The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

**5.2** The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.

**5.3** Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

**5.4** The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

**5.5** Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

## **6. Relationships education overview**

### **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.

## **7. Health education overview**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

### **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 characteristics and 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.

## **8. Sex education**

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

**8.1** All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

**8.2** The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

**8.3** At our school, we do teach pupils sex education beyond what is required of the science curriculum.

**8.4** Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with [section 4](#) and [section 5](#) of this policy.

**8.5** Parents are given the opportunity to advise on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

## **9. Delivery of the curriculum**

**9.1** The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.

**9.2** Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

**9.3** The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

**9.4** Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

**9.5** At the point we consider it appropriate to teach pupils about LGBT, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

**9.6** The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

**9.7** Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

**9.8** Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

**9.9** Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

**9.10** Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

**9.11** Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.

**9.12** Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

**9.13** Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

**9.14** The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.

**9.15** Teachers will focus heavily on the importance of healthy relationships and marriage, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

**9.16** Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

**9.17** Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

**9.18** Any resources or materials used to support learning will be formally assessed by the PSHE subject lead before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

**9.19** In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

**9.20** At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

**9.21** Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress.

## **10.RSE planning across year groups**

- **10.1** The school is free to determine, within the statutory and non-statutory curriculum content outlined in section 6, 7 & 8 what pupils are taught during each year group.
- **10.2** The school always considers the age and development of pupils when deciding what will be taught in each year group.
- **10.3** The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Please see Appendix A for curriculum plan which sets out areas taught across school.

## **11. Working with external experts**

**11.1** External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

**11.2** The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.

**11.3** The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

**11.4** Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

**11.5** The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

**11.6** The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

**11.7** The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## **12. Equality and accessibility**

**12.1** The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

**12.2** The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

**12.3** The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

**12.4** Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

**12.5** Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

**12.6** When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

**12.7** In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

## **13. Curriculum links**

**13.1** The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

**13.2** Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

## **14. Withdrawing from the subjects**

**14.1** Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

**14.2** As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

**14.3** The headteacher will automatically grant withdrawal requests in accordance with point 14.2; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

**14.4** The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

**14.5** The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

**14.6** The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

**14.7** The parent will be informed in writing of the headteacher's decision.

**14.8** Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

## **15. Behaviour**

**15.1** The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

**15.2** Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

**15.3** Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.

**15.4** These incidents will be dealt with following the processes in our Safeguarding and Child Protection Policy, Behavioural Policy and Anti-Bullying Policy.

**15.5** The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## **16. Staff training**

**16.1** All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.

**16.2** Members of staff responsible for teaching the subjects will undergo further updates, led by the PSHE subject lead, to ensure they are fully equipped to teach the subjects effectively.

**16.3** Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

**16.4** Guidance can be sought at any time from the DGAT School Improvement Lead.

## **17. Confidentiality**

**17.1** Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

**17.2** Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

**17.3** Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

**17.4** Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## **18. Monitoring quality**

**18.1** The PSHE subject lead is responsible for monitoring the quality of teaching and learning for the subjects.

**18.2** The PSHE subject lead will conduct subject assessments on an bi-annual basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny

**18.3** The PSHE subject lead will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

**18.4** The PSHE subject lead will work regularly and consistently with the headteacher and safeguarding governor, to evaluate the effectiveness of the subjects and implement any changes.



## **19. Monitoring and review**

**19.1** This policy will be reviewed on an annual basis by the PSHE subject lead and headteacher. The next scheduled review date for this policy is June 2021.

**19.2** This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

**19.3** The governing body is responsible for approving this policy.

**19.4** Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

**Appendix A – SCARF Long-Term Curriculum Plan for PSHE (including RSE)**

<b>YEAR 1 SCARF Lesson Plan title &amp; half-termly unit</b>	<b>SCARF Lesson Plan Learning Outcomes</b>
<b>Me and My Relationships</b>	
Why we have classroom rules	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.
<b>Valuing Difference</b>	
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!	Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.
<b>Keeping Myself Safe</b>	
Healthy me	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	Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep.
Who can help?	Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe.
Harold loses Geoffrey	Recognise the range of feelings that are associated with loss.
What could Harold do?	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?	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.
<b>Rights and Responsibilities</b>	
Harold's wash and brush up	Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.
Taking care of something	Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others.

Basic first aid	See link to external resources for further information.
<b>Being My Best</b>	
I can eat a rainbow	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	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!	Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases.
Pass on the praise!	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.
<b>Growing and Changing</b>	
Inside my wonderful body!	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	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	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)	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	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 privates private	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.

<b>YEAR 2 SCARF Lesson Plan title &amp; half-termly unit</b>		<b>SCARF Lesson Plan Learning Outcomes</b>
<b>Me and My Relationships</b>		
Our ideal classroom (1)		Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions.
Our ideal classroom (2)		The conventions of courtesy and manners.
How are you feeling today?		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?		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!		Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies.
Types of bullying		Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
Being a good friend		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		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.
<b>Valuing Difference</b>	
What makes us who we are?	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?	Recognise and explain how a person's behaviour can affect other people.
My special people	Identify people who are special to them; Explain some of the ways those people are special to them.
When someone is feeling left out	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	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	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.
<b>Keeping Myself Safe</b>	
Harold's picnic	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; Explain simple issues of safety and responsibility about medicines and their use.
How safe would you feel?	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?	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!	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?	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?	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	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.
<b>Rights and Responsibilities</b>	
Getting on with others	Describe and record strategies for getting on with others in the classroom.
When I feel like erupting	Explain, and be able to use, strategies for dealing with impulsive behaviour.
Feeling safe	Identify special people in the school and community who can keep them safe; Know how to ask for help.
<b>Being My Best</b>	
My day	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	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	Explain the importance of good dental hygiene; Describe simple dental hygiene routines.
My body needs...	Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health.
<b>Growing and Changing</b>	
A helping hand	Demonstrate simple ways of giving positive feedback to others.
Sam moves house	Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
Haven't you grown?	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	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	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.

<b>YEAR 3 SCARF</b>	<b>SCARF Lesson Plan Learning Outcomes</b>
<b>Lesson Plan title &amp; half-termly unit</b>	
<b>Me and My Relationships</b>	
As a rule	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	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.
Looking after our special people	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?	Rehearse and demonstrate simple strategies for resolving given conflict situations.
Dan's dare	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.
Thunks	Express opinions and listen to those of others; Consider others' points of view; Practice explaining the thinking behind their ideas and opinions.
Friends are special	Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.
<b>Valuing Difference</b>	
Family and friends	Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
My community	Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular

	the benefit to mental health and wellbeing.
Respect and challenge	Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.
Our friends and neighbours	Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; 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	Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult).
Zeb	Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.
<b>Keeping Myself Safe</b>	
Safe or unsafe?	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?	Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.
The Risk Robot	Identify risk factors in given situations; Suggest ways of reducing or managing those risks.
Alcohol and cigarettes: the facts	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	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!	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; 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)	Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions.
Help or harm?	Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
<b>Rights and Responsibilities</b>	
Our helpful volunteers	Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
Helping each other to stay safe	Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.
Recount task	Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.
<b>Being My Best</b>	
Derek cooks dinner!	Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal.
Poorly Harold	Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness.

For or against?	Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different viewpoints; Make recommendations, based on their research.
I am fantastic!	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.
<b>Growing and Changing</b>	
Relationship Tree	Identify different types of relationships; Recognise who they have positive healthy relationships with.
Body space	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	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	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 for girls, periods are a normal part of puberty.
Basic first aid	See link to external resources for further information

<b>YEAR 4 SCARF Lesson Plan Learning Outcomes</b>	
<b>Lesson Plan title &amp; half-termly unit</b>	
<b>Me and My Relationships</b>	
An email from Harold!	Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings.
Ok or not ok? (1)	Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.
Ok or not ok? (2)	Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend.
Human machines	Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.
Different feelings	Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state.
When feelings change	Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information.
Under pressure	Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
<b>Valuing Difference</b>	
Can you sort it?	Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
Islands	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; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

Friend or acquaintance?	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?	List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively.
The people we share our world with	List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences.
That is such a stereotype!	Understand and identify stereotypes, including those promoted in the media.
<b>Keeping Myself Safe</b>	
Danger, risk or hazard?	Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.
Picture Wise	Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.
How dare you!	Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.
Medicines: check the label	Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
Know the norms (formerly Tell Mark II)	Understand some of the key risks and effects of smoking and drinking alcohol; 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	Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.
Raisin Challenge (2)	Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
<b>Rights and Responsibilities</b>	
Who helps us stay healthy and safe?	Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.
How do we make a difference?	Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process.
In the news!	Define the word influence; Recognise that reports in the media can influence the way they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
Safety in numbers	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.
<b>Being My Best</b>	
What makes me ME! (formerly Diversity World)	Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their



	friends and times when they will choose differently.
Making choices (formerly Conformation control)	Give examples of choices they make for themselves and choices others make for them; 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)	Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).
Basic first aid	See link to external resources for further information
<b>Growing and Changing</b>	
Moving house	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!	Name some positive and negative feelings; Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.
All change!	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	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?	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.
Together	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.

<b>YEAR 5 SCARF Lesson Plan title &amp; half-termly unit</b>		<b>SCARF Lesson Plan Learning Outcomes</b>
<b>Me and My Relationships</b>		
Give and take	Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations.	
How good a friend are you?	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	Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.	
Being assertive	Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.	
Our emotional needs	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	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.	
<b>Valuing Difference</b>		
Qualities of friendship	Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.	
Kind conversations	Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others.	
Happy being me	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	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?	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	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.	
<b>Keeping Myself Safe</b>		
'Thinking' about habits	Explain what a habit is, giving examples; Describe why and how a habit can be hard to change.	
Spot bullying	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	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	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	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?	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?	Understand the actual norms around smoking and the reasons for common misperceptions of these.
Would you risk it?	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.
<b>Rights and Responsibilities</b>	
What's the story?	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?	Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.
Mo makes a difference	Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.
<b>Being My Best</b>	
Getting fit	Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these.
Independence and responsibility	Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.
Star qualities	Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.
Basic first aid	See link to external resources for further information
<b>Growing and Changing</b>	
How are they feeling?	Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.
Taking notice of our feelings	Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable.
Changing bodies and feelings	Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.
Growing up and changing bodies	Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.
It could happen to anyone	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.
Help, I'm a teenager...get me out of here!	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	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	Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.

YEAR 6 SCARF	
Lesson Plan title & half-termly unit	
<b>Me and My Relationships</b>	<b>SCARF Lesson Plan Learning Outcomes</b>
Solve the friendship problem	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	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	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	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	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	Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.
It's a puzzle	Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology.
<b>Valuing Difference</b>	
Ok to be different	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	Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied.
Respecting differences	Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
Tolerance and respect for others	Understand and explain the term prejudice; 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.
Advertising friendships!	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/carer, relative).
Boys will be boys? Challenging gender stereotypes	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.

<b>Keeping Myself Safe</b>	
Thinking before you click!	Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread.
Traffic lights	Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology.
To share or not to share?	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	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..?	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!	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?	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)	Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met.
Joe's story (part 2)	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.
<b>Rights and Responsibilities</b>	
Two sides to every story	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	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.
Action stations!	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.
<b>Being My Best</b>	
Five Ways to Wellbeing project	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.

What's the risk? (1)	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)	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
<b>Growing and Changing</b>	
Helpful or unhelpful? Managing change	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!	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	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	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?	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	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.
Making babies	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?	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