

# PSHE and Relationships and Health Education (RHE)

## Parent Consultation F&B

April 2022



# Why?

- ▶ A new curriculum for relationships and sex education is mandatory from September 2020.
- ▶ Primary schools must teach relationships education and health education, including education on mental wellbeing.
- ▶ Primary schools are not required to teach sex education.

## Purpose of consultation

As a school, we would always want to deliver a curriculum which has the support of the vast majority, if not all, parents.

- We believe that children will accept information which is given to them in small chunks over time and at an age appropriate level more easily than information which is 'kept secret' until they are in Y6.
- We recognise that children need an increasing level of skill to deal with the modern world and the impact of social networking, advertising and media. Schools and parents have a responsibility to give a positive message which builds children's resilience to the negative messages they may encounter through the easy availability of photo-shopped body images and TV programmes such as Love Island which portray sex as separate from relationships.
- We would want all pupils to grow up with the knowledge of natural changes before they happen, and pupils can encounter puberty at a relatively young age. For example, while the average age for a girl to begin menstruation in the UK is 12, many begin in Y6 and some in Y5. Less commonly, girls can begin their periods from 8 yrs old.

# Extract from DFE Statutory Guidance

- ▶ To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-esteem. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- ▶ High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

- ▶ The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.
- ▶ They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.
- ▶ Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

# Coram Life Education - SCARF

At F&B we teach PSHE through SCARF from Coram Life Education:

## **Who are they?**

Coram Life Education is the leading UK provider of relationships, health, wellbeing, and drugs education.

Trained Educators use evidence-based, interactive, engaging methods and resources to provide memorable learning experiences for 1 in 10 children in England and Scotland.

## **What children experience:**

Children's experience of Coram Life Education's sessions is fun, engaging and memorable. Children meet Harold, our giraffe puppet mascot ('Healthy Harold'). They have discussions and watch short films about healthy eating, legal and illegal drugs and their effects, the body and how it works and friendships and their influence. They begin to understand the impact of their choices and behaviours on every aspect of their health and wellbeing – and learn the skills and information needed to make positive, informed health choices.

# Coram Life Education - SCARF

## **SCARF**

Alongside their mobile classroom, Life Space or in-classroom visits and their online resources, SCARF provide a curriculum and a whole-school framework for building the essential life skills to support physical and emotional wellbeing – crucial for children to achieve their best, academically and socially.

Meeting all DfE requirements for statutory Relationships, Sex and Health Education (RSHE), SCARF is a complete curriculum consisting of over 350 lesson plans and related assessment that gives teachers the skills and tools to teach a comprehensive RSHE, PSHE and Wellbeing programme throughout the primary years.

# Coram Life Education - SCARF

## What will my child learn in SCARF lessons?

For each year group, there are six themed units which provide a complete PSHE and wellbeing curriculum. They are:

### **Me and My Relationships**

Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

### **Valuing Difference**

Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.

### **Keeping Myself Safe**

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.

### **Rights and Responsibilities**

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

### **Being My Best**

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

### **Growing and Changing**

Has age-appropriate plans to cover the physical and emotional changes that happen as children as they grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships and sex education are also included.



# Coram Life Education - SCARF

## Relationships and Sex Education

Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. At Coram Life Education they believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding. Although they refer to their resources as their Relationship Education programme, they also include elements of Health Education as well as non-statutory sex education. Therefore they often refer to this as RSE: Relationships and Sex Education.

SCARF's Relationships and Sex Education resources help children and young people to be safe, healthy and happy, both as they grow, and in their future lives. These lessons help to meet safeguarding, and emotional wellbeing requirements, as well as ensuring that schools cover the requirements of the DfE RSHE guidance.

# Coram Life Education - SCARF

## **A comprehensive set of age-appropriate lesson plans within SCARF online**

SCARF RSE-specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

*4-5 year-olds:* being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.

*5-6 year olds:* explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private and their scientific names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

*6-7 year-olds:* looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>
<i>Me and my relationships</i>	<i>Valuing difference</i>	<i>Keeping myself safe</i>
<u>Wk 1</u> All about me. <u>Wk 2</u> What makes me special. <u>Wk 3</u> Me and my special people. <u>Wk 4</u> Who can help me? <u>Wk 5</u> My feelings (1). <u>Wk 6</u> My feelings (2).	<u>Wk 1</u> I'm special, you're special. <u>Wk 2</u> Same and different. <u>Wk 3</u> Same and different families. <u>Wk 4</u> Same and different homes. <u>Wk 5</u> Kind and caring (1). <u>Wk 6</u> Kind and caring (2).	<u>Wk 1</u> What's safe to go onto my body? <u>Wk 2</u> Keeping Myself Safe - What's safe to go into my body (including medicines) <u>Wk 3</u> Safe indoors and outdoors <u>Wk 4</u> Listening to my feelings (1) <u>Wk 5</u> Keeping safe <u>online</u> <u>Wk 6</u> People who help to keep me safe
<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<i>Rights and responsibilities</i>	<i>Being my best</i>	<i>Growing and changing</i>
<u>Wk 1</u> Looking after my special <u>people</u> <u>Wk 2</u> Looking after my <u>friends</u> <u>Wk 3</u> Being helpful at home and caring for our <u>classroom</u> <u>Wk 4</u> Caring for our world <u>Wk 5</u> Looking after money (1): recognising, spending, <u>using</u> <u>Wk 6</u> Looking after money (2): saving money and keeping it safe	<u>Wk 1</u> Bouncing back when things go <u>wrong</u> <u>Wk 2</u> Yes, I can! <u>Wk 3</u> Healthy eating (1) <u>Wk 4</u> Healthy eating (2) <u>Wk 5</u> Move your <u>body</u> <u>Wk 6</u> A good night's sleep	<u>Wk 1</u> Seasons <u>Wk 2</u> Life stages - plants, animals, humans <u>Wk 3</u> Life Stages: Human life stage - who will I be? <u>Wk 4</u> Where do babies come from? <u>Wk 5</u> Getting bigger <u>Wk 6</u> Me and my body - girls and boys

# PSHE/RHE Reception long term plan

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>
<i>Me and my relationships</i>	<i>Valuing difference</i>	<i>Keeping myself safe</i>
<p>Wk 1 Why we have classroom rules?</p> <p>Wk 2 Thinking about feelings</p> <p>Wk 3 Our feelings</p> <p>Wk 4 Feelings and bodies</p> <p>Wk 5 Our special people <u>balloons</u></p> <p>Wk 6 Good friends</p> <p>Wk 7 How are you listening?</p>	<p>Wk 1 Same or different?</p> <p>Wk 2 Unkind, tease or bully?</p> <p>Wk 3 Harold's school rules</p> <p>Wk 4 Who are our special people?</p> <p>Wk 5 It's not fair!</p>	<p>Wk 1 Healthy me</p> <p>Wk 2 Super sleep</p> <p>Wk 3 Who can help? (1)</p> <p>Wk 4 Harold loses <u>Geoffrey</u></p> <p>Wk 5 What could Harold do?</p> <p>Wk 6 Good or bad touches?</p>
<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<i>Rights and responsibilities</i>	<i>Being my best</i>	<i>Growing and changing</i>
<p>Wk 1 Harold's wash and brush <u>up</u></p> <p>Wk 2 Around and about the school</p> <p>Wk 3 Taking care of <u>something</u></p> <p>Wk 4 Harold's money</p> <p>Wk 5 How should we look after our money?</p> <p>Wk 6 Basic first aid</p>	<p>Wk 1 I can eat a <u>rainbow</u></p> <p>Wk 2 Eat well</p> <p>Wk 3 Catch it! Bin it! Kill it!</p> <p>Wk 4 Harold learns to ride his <u>bike</u></p> <p>Wk 5 Pass on the praise!</p> <p>Wk 6 Harold has a bad <u>day</u></p>	<p>Wk 1 Inside my wonderful body!</p> <p>Wk 2 Taking care of a <u>baby</u></p> <p>Wk 3 Then and now</p> <p>Wk 4 Who can help? (2)</p> <p>Wk 5 Surprises and secrets</p> <p>Wk 6 Keeping privates <u>private</u></p>

# PSHE/RHE Year 1 long term plan

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>
<i>Me and my relationships</i>	<i>Valuing difference</i>	<i>Keeping myself safe</i>
<p>Wk 1 Our ideal classroom (1).</p> <p>Wk 2 Our ideal classroom (2).</p> <p>Wk 3 How are you feeling today?</p> <p>Wk 4 Bullying or teasing?</p> <p>Wk 5 Don't do that!</p> <p>Wk 6 Types of bullying.</p> <p>Wk7 Being a good friend.</p> <p>Wk 8 Let's all be happy!</p>	<p>Wk 1 What makes us who we are?</p> <p>Wk 2 How do we make others feel?</p> <p>Wk 3 My special people.</p> <p>Wk 4 When someone is feeling left out.</p> <p>Wk 5 An act of kindness.</p> <p>Wk 6 Solve the problem.</p>	<p>Wk 1 Harold's picnic.</p> <p>Wk 2 How safe do you feel?</p> <p>Wk 3 What should Harold say?</p> <p>Wk 4 I don't like that!</p> <p>Wk 5 Fun or not?</p> <p>Wk 6 Should I tell?</p> <p>Wk 7 Some secrets should never be kept.</p>
<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<i>Rights and responsibilities</i>	<i>Being my best</i>	<i>Growing and changing</i>
<p>Wk 1 Getting on with others.</p> <p>Wk 2 When I feel like erupting.</p> <p>Wk 3 Feeling safe.</p> <p>Wk 4 How can we look after our environment?</p> <p>Wk 5 Harold saves for something special.</p> <p>Wk 6 Harold goes camping.</p>	<p>Wk 1 You can do it!</p> <p>Wk 2 My day.</p> <p>Wk 3 Harold's postcard: helping us the keep clean and healthy.</p> <p>Wk 4 Harold's bathroom.</p> <p>Wk 5 My body needs....</p> <p>Wk 6 What does my body do?</p> <p>Add:</p> <p>Wk 1 Inside my wonderful body!</p> <p>Wk 5 Surprises and secrets</p> <p>Wk 6 Keeping privates private</p> <p>(from Year 1, missed last year)</p>	<p>Wk 1 A helping hand.</p> <p>Wk 2 Sam moves out.</p> <p>Wk 3 Haven't you grown.</p> <p>Wk 4 My body, your body.</p> <p>Wk 5 Respecting privacy.</p> <p>Wk 6 Basic first aid.</p>

# PSHE/RHE Year 2 long term plan

# Coram Life Education - SCARF

## **What can I do to support my child's learning at home?**

The statutory guidance is clear in recognising that a parent/carer is a child's primary educator in these matters. There are many things you can do to support your child's understanding and encourage them to ask questions. Here are some:

1. If you feel it is time to talk to your child about growing up and the changes they are likely to experience it's best to offer it in small chunks, rather than do it in one go, often known as 'The Talk'. This gives children time to digest the new information and ask you further questions as they develop more understanding.
2. If your child asks you questions try to stay calm, and not worry if you don't know the answer. There are plenty of websites that you can use together to help you find the answers to their questions in a factual, honest, age appropriate way (see details below for resources on our website).
3. Use everyday opportunities to bring up the topic; things you see on TV or hear on the radio can be great conversation starters to talk about topics such as relationships, sex and body image. Reading books with your child is also a great way of introducing topics and helping children to understand themselves, their bodies and the world around them.
4. If you do have family names for genitals, ensure your child also knows their scientific names too. Nobody likes to think their child is at risk of abuse, but knowing the correct words for their genitals will help them report abuse if it did ever happen.
5. By showing your child that you are comfortable with them asking you questions now, you are helping to develop a relationship with them where they can seek your advice and support in their adolescent years.
6. Visit the specially created Coram Life Education SCARF webpage for more information including a list of books and websites that will support both you and your child along with some activities you to support their learning.

[Helping your children understand changes at puberty \(coramlifeeducation.org.uk\)](https://www.coramlifeeducation.org.uk)

# What's next?

- I will share examples of lessons we might use in class with you.
- We invite you to share your views on PSHE and Relationship and Health Education through an online survey that will be send out to all parents once all the meeting have taken place (Reception, Year 1 and Year 2)
- After all the meetings have taken place we will share our draft RHE policy and program on our website and we welcome your views on this document.
- We will continue to update you regularly on what we are teaching through our school website and newsletters.

# Thank you!

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