



Relationships and Sex Education (RSE) Policy

Canary Wharf College, Primaries

Document control		
Date	Version	Comments
November 2025	1.1	Reformat



Title:	RSE (Relationships and Sex Education) Policy
Procedure Code:	X
Source:	SCARF
Document Owner:	Rebecca Preston, Deputy Headteacher
Review & Update By:	Rebecca Preston, Deputy Headteacher
Advisory Committee:	Education and Safeguarding
Approval Committee:	Education and Safeguarding
Date Approved:	December 2025
Date of Publication:	November 2025
Date of Next Review:	February 2027
Required on Website:	Yes



0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
1.1	All	Reformat and review



Contents

0. Document Control	3
1. Definitions	5
2. Scope of Policy.....	5
3. Aims and Ethos	6
4. Links to Legislation and Guidance.....	6
5. Roles and Responsibilities	6
6. Inclusivity	8
7. Use of External Agencies	9
8. Parental Rights and Involvement	9
9. Safeguarding.....	9
10. Monitoring and Review.....	9
11. Review Date	10



1. Definitions

The "Trust" refers to the company known as the Canary Wharf College, and all Trustees and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context, the term "School" may refer to a singular school or to all schools within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees, and those working in a voluntary capacity.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust who is 16 and under. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by CWC in its policy documents but can be replaced with the term "student" or "child" with no change of definition. "Child" and "Youth" includes everyone aged 18 and under.

The "Principal" is defined as the individual who has ultimate responsibility for a school in line with CWC strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Principal or Principal.

"RSE" is defined as the emotional, social, and cultural development of pupils. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. It combines sharing information with exploring values and issues. RSE does not promote sexual activity.

2. Scope of Policy

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

We are not required to follow the National Curriculum but must offer a curriculum that includes the elements of sex education within the science curriculum.

We adhere to the [Public Sector Equality Duty](#) (Section 149 of the Equality Act 2010), ensuring due regard to eliminating discrimination, advancing equality, and fostering good relations.

In teaching RSE, we comply with guidance issued by the Secretary of State as per Section 403 of the Education Act 1996.

Please refer to **Appendix 5** for an overview of lessons fulfilling statutory RSE requirements.



This policy was developed in consultation with staff, pupils, and parents through the following steps:

1. Review: Relevant national and local guidance was gathered.
2. Staff Consultation: Staff were invited to review and provide feedback.
3. Parent/Stakeholder Consultation: Parents and stakeholders were encouraged to share their views.
4. Pupil Consultation: Pupils will be asked what they want from their RSE.
5. Ratification: Amendments were made, and the policy was ratified by governance partners.

3. Aims and Ethos

The aims of Relationships and Sex Education (RSE) at Canary Wharf College are to:

- Provide a framework for sensitive and respectful discussions.
- Foster understanding of positive, safe, and respectful relationships.
- Prepare students to make informed, reasoned and responsible choices and develop a strong moral code.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of mental, physical and emotional health, and high standards of hygiene
- Help pupils develop self-respect, self-esteem, confidence, and empathy.
- Create a positive culture surrounding issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

4. Links to Legislation and Guidance

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019)
- DfE Teaching about Relationships, Sex, and Health Guidance (September 2020)
- DfE Review of the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (May 2024)

5. Roles and Responsibilities

5.1. The Principal

The Principal ensures consistent RSE delivery and manages withdrawal requests from non-statutory components.

5.2. Staff

Staff responsibilities include:

- Delivering RSE sensitively.
- Modelling positive attitudes.
- Monitoring progress.



- Addressing individual pupil needs.

5.3. Pupils

Pupils are expected to engage fully and treat others with respect and sensitivity.

6. Curriculum Content

6.1. Coram Life Education and SCARF

Our RSE curriculum, uses the Coram Life Education SCARF programme. SCARF is a comprehensive curriculum aligned with statutory RSE requirements and is organised into six themed units:

- Me and My Relationships: Focuses on feelings, conflict resolution, and healthy friendships.
- Valuing Difference: Emphasizes respect, diversity, and addressing bullying.
- Keeping Myself Safe: Covers safety, trusted adults, and recognizing inappropriate touch.
- Rights and Respect: Highlights environmental stewardship and respecting others.
- Being My Best: Encourages physical health, resilience, and goal setting.
- Growing and Changing: Includes lessons on puberty, relationships, and age-appropriate sex education.

The SCARF curriculum builds progressively, ensuring age-appropriate learning for all pupils, and includes interactive activities and discussions.

Please refer to **Appendix 1** for the Growing & Changing Learning Journeys detailing how RSE is delivered across all year groups, and to **Appendices 2 and 3** for a comprehensive overview of our PSHE curriculum.

6.2. Primary Sex Education and the Science National Curriculum

Primary sex education includes statutory and additional elements to ensure a comprehensive understanding of human development:

Key Stage 1 National Curriculum Science:

- Identify, name, draw, and label the basic parts of the human body and associate each part with a sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance of exercise, nutrition, and hygiene for humans.
- Introduce the concept of reproduction and growth in animals without detailing how reproduction occurs.

Key Stage 2 National Curriculum Science:

- Describe the life cycles of mammals, amphibians, insects, and birds.
- Explain reproduction in some plants and animals, including sexual and asexual reproduction.
- Describe changes as humans develop to old age.
- Learn about the main body parts associated with the skeletal and muscular systems and their functions.
- Discuss changes experienced during puberty and the importance of nutrition.



6.3. Non-Statutory Additions in RSE:

Within the SCARF curriculum developed by Coram Life Education, we explore topics that go beyond statutory requirements to enhance pupils' understanding. These include:

- The process of conception, including sexual intercourse and IVF.
- Lessons on how a baby is conceived and born.
- HIV and how it can be prevented.

Parents will be notified in advance of these lessons that cover non-statutory content, including the Year 6 "Making Babies" and "What is HIV?" lesson, and will have the option to withdraw their child from these specific sessions.

For a complete overview of curriculum content, refer to **Appendix 3**.

7. Delivery of RSE

At Canary Wharf College, our Christian ethos underpins our approach to relationships education, encouraging children to develop respectful, compassionate, and meaningful relationships rooted in love, care, and mutual understanding.

RSE is delivered through PSHE education, with biological aspects taught in science and supplementary discussions in religious education. Learning methods include:

- Dedicated PSHE lessons and circle time.
- Cross-curricular lessons in science, computing, and PE.
- Whole-school assemblies and SCARF workshops with external experts from Coram Education.

8. Inclusivity

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

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

Canary Wharf College ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils.

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



Research shows that, on average, about 5% of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff.

The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

9. Use of External Agencies

External agencies, including Coram Life Education, enhance RSE delivery with vetted, age-appropriate materials aligned with school values.

10. Parental Rights and Involvement

Our RSE lessons are taught in Summer 2 term and a letter informing parents of this will be sent prior to the lessons.

Parents cannot withdraw children from relationships education but can withdraw them from non-statutory sex education components, which will be detailed in the letter. Withdrawal requests should be made in writing to the Principal using the form in **Appendix 7**.

Please find an Information for Parents leaflet in **Appendix 6**.

11. Safeguarding

Safeguarding concerns arising during Relationships and Sex Education (RSE) lessons will be managed following the school's safeguarding policy. Teachers provide accurate, age-appropriate answers to sensitive questions.

12. Monitoring and Review

To ensure the effectiveness of our RSE programme and monitor pupil progress, we use the following strategies:

12.1. Monitoring Pupil Progress

Concept Questions: At the end of every lesson, pupils answer a concept question to assess their understanding of the key themes covered. This helps identify individual and group progress.

SCARF Assessment Opportunities: Each of the six SCARF half-termly units include structured assessment opportunities. For example, the Growing and Changing unit provides tools to evaluate pupils' understanding of puberty, emotional changes, and personal hygiene.



12.2. Evaluating Programme Effectiveness

Pupil Feedback: Regular consultation with pupils helps assess whether the lessons meet their needs and highlights areas for adjustment or further exploration.

Observations of lessons: Educators reflect on lesson delivery and engagement, using feedback to inform future teaching.

Staff and Parental Input: Feedback from parents and staff, gathered during consultations or after specific lessons, supports the continuous refinement of the programme.

By combining these approaches, we ensure our RSE curriculum is responsive and effectively supports pupils' learning and development.

The policy is formally reviewed annually or following legislative changes.

13. Review Date

The policy is formally reviewed annually or following legislative changes.

This policy will be reviewed in February 2027.

14. **Appendix 1:** RSE Learning Journey – Growing and Changing

Learning Journeys

Early Years

Growing and Changing



Life stages – plants, animals, humans	Children understand that animals and humans change in appearance over time. They use relevant vocabulary such as egg, seed, baby, grow, change, old, and young (and the names for young animals). They make observations and ask questions about living things.
Life stages: Human life stage – who will I be?	Children use the language and describe the different life stages of: baby, child, teenager, adult, older age, and talk about their own experience of growing up.
Where do babies come from?	Children are introduced to the basics of human reproduction (not sexual intercourse). They understand that a baby is made by a woman and a man and grows inside a woman's tummy/womb. They recognise that every family is different and talk about the similarities and differences between themselves and others.
Getting bigger	Children reflect on how they have changed as they have grown. They can explain the differences between babies, children, and adults, and understand that we are all unique.
RECEPTION Me and my body – girls and boys	Children learn the names of parts of the body (including reproductive parts) using the correct vocabulary. They can explain which parts of their body are kept private and safe - and why. They know to tell or ask an appropriate adult for help if they feel unsafe.

Learning Journeys
Key Stage 1
 Growing and Changing



<u>Year 1</u> Taking care of a baby	Children will understand some of the tasks required to look after a baby, and how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, and feeding.
<u>Year 1</u> Then and now	Children will start to identify things they could do as a baby and toddler as well as things they can do now. They can identify the people who help or helped them at these different stages.
<u>Year 1</u> Keeping privates private	Children will be able to identify parts of the body that are private and ways in which they can be kept private. They can identify people that it's ok to talk to about their private parts.
<u>Year 2</u> Haven't you grown?	Children can identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and describe some of the things that people are capable of at these different stages.
<u>Year 2</u> My Body, your body	Children will recall which parts of their body are private. They know that we mostly have the same body parts, but how they look is different from person to person.



Learning Journeys
Lower Key Stage 2
 Growing and Changing



<u>Year 3</u> Relationship tree	Children identify different types of relationships. Children recognise who they have positive healthy relationships with.
<u>Year 3</u> Body space	Children will be able to 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.
<u>Year 3</u> None of your business!	Children will be able to 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.
<u>Year 3</u> Secret or surprise?	Children will be able to 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.

<u>Year 4</u> My feelings are all over the place!	Children understand how the onset of puberty can have an emotional as well as physical impact, recognise that this may lead to conflict with parents and learn how to compromise.
<u>Year 4</u> All change!	Children recall parts of the body that males and females have in common and those that are different, using the correct terminology for genitalia.
<u>Year 4</u> Secret or surprise?	Children will be able to 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.
<u>Year 4</u> Together	Children will be able to understand that marriage is a commitment to be entered into freely and not against someone's will; 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.

Learning Journeys
Lower Key Stage 2
 Growing and Changing



<u>Year 5</u> Help! I'm a teenager get me out of here!	Children recall that puberty is an emotional as well as a physical change, how and why mood swings occur and how to manage their strong feelings.
<u>Year 5</u> Growing up and changing Bodies	Children apply their knowledge of the various puberty changes, including menstruation, and identify some products that they may need during puberty, and why.
<u>Year 5</u> Changing bodies and feelings	Children will increase their vocabulary for the external sexual organs, as well as debunk some of the myths associated with various puberty changes.
<u>Year 6</u> Is this normal?	Children will apply their knowledge of the physical and emotional changes experienced during puberty and list strategies that would help someone who felt challenged by these changes.
<u>Year 6</u> Making babies (non-statutory)	Children learn the variety of ways in which a couple can create a family (including through sexual intercourse), and how it can be prevented. They learn the legal age of consent and what it means.
<u>Year 6</u> What is HIV? (non-statutory)	Children may also learn what HIV is, how it affects the body's immune system; and how it is transmitted and prevented.

15. Appendix 2: RSE Learning Journey, Growing and Changing



Progression of Learning Intentions Skills Assessment: overview of this guidance

This document is designed to give you guidance for the key learning intentions and related progression in skills for each SCARF half-termly unit. Assessment guidance that relates to measuring the skills progression is also included.

Within each year group there are three columns:

- **Learning intentions**
- **Skills**
- **Assessment questions**

Learning intentions are overarching intentions for the entire unit. These are not the only learning outcomes for a unit, instead a summary of the key learning that the children can achieve.

Skills are the key skills that are learnt throughout a unit. These are written in age-appropriate language that the children can use when reflecting on their own learning.

Assessment questions are there to advise you when making assessments of the skills in that unit. They are for guidance and not for teachers to ask the children. They provide some support in making decisions about whether children have achieved the skills, where gaps are and which children might benefit from some additional support.

© Copyright Coram Life Education SCARF resources

16. Appendix 3: SCARF PSHE inc RSE Curriculum Mapping



This document maps the SCARF lesson plans for Reception to Y6 to the DfE statutory requirements for Relationships and Sex Education (RSE). Lessons that are not part of the DfE's statutory guidance are included because they ensure a comprehensive PSHE programme.

How the mapping works

The left hand column has coded DfE topics and end-of-primary statements that are covered in whole or part by the SCARF lesson plans, which are listed in the middle column. You'll find the full 67 statements for these DfE codes on pages 2, 3 and 4.

Rows with no codes indicate lesson plans that cover subjects which are *not* DfE requirements but which are included to ensure a complete PSHE programme, including SMSC and British Values.

DfE topics and related codes:

Relationships Education	Code	Health Education	Code
Families and people who care for me	FPC	Mental wellbeing	MW
Caring friendships	CF	Internet safety and harms	ISH
Respectful relationships	RR	Physical health and fitness	PHF
Online relationships	OR	Healthy eating	HE
Being safe	BS	Drugs, alcohol and tobacco	DAT
		Health and prevention	HP
		Basic first aid	BFA
		Changing adolescent body	CAB



DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

Families and people who care for me (FPC)	1. that families are important for children growing up because they can give love, security and stability. 2. 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. 3. 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. 4. 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. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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 (CF)	1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships (RR)	1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

	- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - how information and data is shared and used online.
Being safe (BS)	- 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; including 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) whom 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 or 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 get advice e.g. family, school and/or other sources.
Mental wellbeing (MW)	- 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, nervousness) and scale of emotions that all humans experience in relation 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, 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. - isolation and loneliness can affect children and that it is very important for children to 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), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - it is common for people to experience mental ill health. For 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 (ISH)	- 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 and 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 and know how to recognise and display respectful behaviour online and 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.

	6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online.
Physical health and fitness (PHF)	1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

17. Appendix 4: SCARF OSHE & RSE Overview

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes (Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)



	God's Love and Wisdom		Letting Your Light Shine		Stewards of the Earth	
	Autumn 1 <i>Me and my Relationships</i>	Autumn 2 <i>Keeping Myself Safe</i>	Spring 1 <i>Rights and Responsibilities</i>	Spring 2 <i>Valuing Difference</i>	Summer 1 <i>Being my Best</i>	Summer 2 <i>Growing and Changing</i>
Reception	What makes me special People close to me Getting help	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Similarities and difference Celebrating difference Showing kindness	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages My body parts-correct terminology when the situation arises
Year 1	Feelings Getting help Classroom rules Special people Being a good friend	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts-correct terminology Taking care of self and others
Year 2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Being kind and helping others Celebrating difference People who help us Listening Skills	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Year 3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Recognising and respecting diversity Being respectful and tolerant My community	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets Changes as we grow.

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes (Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)



Year 4	Healthy relationships Listening to feelings Bullying Assertive skills	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Having choices and making decisions about my health Taking care of my environment My skills and interests	Puberty using the All change unit. Very basic changes and introduction to terminology- puberty. Managing difficult feelings Relationships including marriage
Year 5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change- puberty inc. menstruation and wet dreams, body changes How my feelings help Keeping safe Getting help
Year 6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem Making Babies/What is HIV *parents can withdraw their child from these two lessons

18. Appendix 5: Statutory RSE Requirements

Statutory Requirement	SCARF Lesson Plans That Support the Teaching and Learning
Families and people who care for me	
That families are important for children growing up because they give love, security, and stability.	R: Life stages - plants, animals, humans; Looking after my special people; All about me; Y4: Friend or acquaintance?; Y6: Dan's day (optional)
Characteristics of healthy family life (e.g., commitment, care, spending time together).	R: People who help to keep me safe; Y1: Who are our special people?; Y5: Help! I'm a teenager; Y6: Managing change
Respect differences in families while acknowledging love and care within all.	R: Me and my special people; Y3: Let's celebrate our differences; Y5: The land of the Red People
Stable, caring relationships are important for children's growth and security.	R: Looking after my special people; Y4: Together; Y5: Help! I'm a teenager
Marriage as a legally recognized lifelong commitment.	R: Life Stages: Human life stage - who will I be?; Y6: Don't force me
Recognize unsafe family relationships and seek help when needed.	R: People who help to keep me safe; Y1: Surprises and secrets; Y6: Managing change
Caring friendships	
Importance of friendships for happiness and security.	R: Who can help me?; Y1: Good friends; Y4: Together; Y5: Qualities of friendship; Y6: Advertising friendships
Characteristics of healthy friendships (e.g., trust, kindness).	R: Yes, I can!; Y2: Being a good friend; Y3: Friends are special; Y4: Ok or not ok? (Part 1); Y5: Relationship cake recipe
Healthy friendships should be welcoming and not exclude others.	R: I am a friend; Y2: When someone is feeling left out; Y4: Can you sort it?; Y6: Solve the friendship problem
Friendships have ups and downs that can be repaired without violence.	Y1: Harold has a bad day; Y3: How can we solve this problem?; Y4: Together; Y6: Dan's day (optional)
Recognize and manage conflict in friendships, including seeking help.	R: My feelings; Y1: How are you listening?; Y5: Ella's diary dilemma; Y6: Assertiveness skills
Respectful relationships	R: I am a friend; Y2: When someone is feeling left out; Y4: Can you sort it?; Y6: Solve the friendship problem
Importance of respecting others despite differences.	R: Same and different; Y3: Let's celebrate our differences; Y5: Stop, start, stereotypes; Y6: Boys will be boys?

Practical steps to improve relationships (e.g., kindness, inclusion).	Y1: Why we have classroom rules; Y3: ZEB; Y5: Kind conversations; Y6: Respecting differences
Courtesy and manners in relationships.	Y1: Harold's school rules; Y4: What would I do?; Y6: I look great!
Importance of self-respect and links to happiness.	R: I'm special, you're special; Y4: What makes me ME!; Y6: Media manipulation
Being treated and treating others with respect, including authority figures.	Y2: Don't do that!; Y4: Safety in numbers; Y5: Relationship cake recipe; Y6: Tolerance and respect for others
Understanding bullying and its negative effects.	Y1: Unkind, tease, or bully?; Y4: Under pressure; Y5: Spot bullying; Y6: We have more in common than not
Recognising stereotypes and their impact.	Y3: Family and friends; Y4: That is such a stereotype!; Y5: Stop, start, stereotypes; Y6: Two sides to every story

19. **Appendix 6:** SCARF Information for parents

[Information for Parents booklet from SCARF](#)

20. **Appendix 7:** Withdrawal Form



Parent Form: Withdrawal from Sex Education within RSE

To be completed by parents

Name of child: _____ Class: _____

Name of parent: _____ Date: _____

I would like to withdraw my child from the following lessons:

Making Babies ☐ What is HIV? ☐

Reason for withdrawing from sex education within Relationships and Sex education:

Any other information you would like the school to consider:

Parent signature: _____

(To be completed by the school) Agreed actions from discussion with parents:
