

"You are braver than you believe and stronger than you seem and smarter than you think."

Christopher Robin to Winnie the Pooh

Intent

Our school's approach to relationships and sex education (RSE) and health education (PSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by the key Biblical passage:

"I have come in order that you might have life – life in all its fullness" (John 10:10)

In St Thomas à Becket CEVA Primary School, we aim to treat everyone with dignity as all people are made in the image of God and are loved equally by God. We believe that all pupils have a right to an education which enables them to flourish and which is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

As part of our emphasis on the well-being and care of all pupils, our school seeks to ensure that the RSHE curriculum protects, informs and nurtures them. We aim to prepare pupils to cope with the physical and emotional challenges of growing up and in doing so, our RSHE curriculum clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

PSHE and RSE in St Thomas à Becket School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with (sex education). Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Implementation

At St Thomas à Becket CE Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities.

Class teachers follow the suggested six half termly units provided by SCARF for each year. SCARF lessons are carefully planned as part of a spiral curriculum, so that children are increasingly and appropriately challenged as they move up through the school. Our units are taught on a two-year rolling basis which accommodate our mixed-age classes. We continually assess the content to ensure that it is relevant and sensitive to the needs of the children. Our curriculum is set out below and is based on the six termly SCARF units which are outlined below:

1. Me and My Relationships
2. Valuing Difference

3. Keeping Myself Safe
4. Rights and Responsibilities
5. Being My Best
6. Growing and Changing

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

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
<i>Me and My Relationships</i>	Nursery Communicate feelings in simple terms e.g. happy and sad and give reasons if upset.	Name different feelings. Identify ways of dealing with "not so good" feelings.	Identifying the differences between bullying and teasing. Know and suggest school rules to encourage happiness/togetherness	Find ways of helping others to resolve issues and disputes. Show ways to be a good friend.	Recognise feelings based on body language. Know the difference between bullying and teasing.	Give example of emotional needs. Explain the positive qualities of good friendship.	Explain assertive behaviours. Explain what is meant by compromise and cooperation.
	Reception	Identify ways of asking for help.		Know how to cooperate.			

	Begin to solve small conflicts through speaking to each other and being assertive e.g. "stop that, I don't like it" or "can I have a turn when you are finished?"	Understanding classroom/ rules for life.	Give examples of what makes a good friend.		Explain what "assertive" means.	Understand the concept of compromise Show assertive skills.	Explain what is appropriate/ inappropriate touch and give examples.
Vocabulary	Special Family feelings	Rules Behaviour Friendship	Bullying Teasing Repeated	Compromise Conflict Collaborate	Consequences Assertive Aggressive	Negotiation Sensitive Resolution	Peer pressure Appropriate Inappropriate

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Valuing Difference	Nursery: Begin to take turns and share resources (with support). Reception: Begins to understand the perspective of others with support from an adult where needed.	Identifying how people are different. Identify when something is fair/unfair.	Identify how to be kind/ help others. Give examples of good listening skills and to be able to use them.	Recognise and respect diversity. Showing examples of tolerance.	Recognise and celebrate difference including religions and cultural differences. Understand and challenge stereotypes.	Recognise and celebrate difference. Give examples of different faiths and cultures. Explain that differences can be a source of conflict. Discuss the influence and pressure of social media.	Recognise and reflect on prejudice-based bullying. Explain the difference between an active and passive bystander.
Vocabulary	Special Same Different	Difference Respect fair	Help Caring Friendly	Prejudice Tolerance Diversity	Negotiation Compromise Stereotype	Discrimination Multicultural society Abuse	Witness Bystander Assumption

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Keeping Myself Safe	Nursery: Increasingly follows rules, understanding why they are important. Reception: Describe what keeps them healthy and safe e.g. healthy food, brushing my	Identify different feelings. Identify how our bodies behave when we have different feelings. Identify what bodies need to be healthy.	Give examples of safe/unsafe secrets. Give examples of touches that are ok/ not ok. Explain helpful/harmful medicines.	Give examples of taking and managing risk. Explain why medicines can be harmful and helpful.	Manage risk and explain risky situations. Understand the norms of drug use. Understand the term “influence” that could change	Be able to manage risk, including staying safe online. Understand the norms around use of legal drugs.	Identify emotional needs. Know how to stay safe online. Explain the norms and risks of risky behaviours.

	teeth twice a day, exercise etc.	Discuss helpful/harmful medicines.		Explain how to stay safe online.	behaviour and decisions.		
Vocabulary	Safe Unsafe Tummy feelings	Feelings Private Consent	Touch Comfortable Uncomfortable	Strategies Consequences Risk	Danger Dare Influence	Assessing risk Substance Addiction	Right to privacy Physical needs Emotional needs

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
<i>Rights and Responsibilities</i>	Nursery: Can co-regulate with a trusted adult. Reception: Links events (in books, real life etc) with feelings and discuss them e.g. she is angry that he snatched the toy.	Identify and explain how to look after themselves. Identify ways to look after money.	Develop co-operation /self-regulation skills. Identify ways to settle to learning in and around the classroom.	Explain the differences between facts and opinions. Give examples of how to help others and know how to help others.	Making a difference in relation to help others and the environment. Understand the concept of media influence. Make decisions about spending money.	Understand about and give examples of personal rights and responsibilities(some related to health) Make decisions about lending, borrowing and spending.	Understand media bias, including social media. Explain how to care for communities and the environment. Suggest ways to earn and save money.
Vocabulary	Calm Happy Together	Responsibility Environment money	Personal information Saving Spending	Volunteer Fact Opinion	Courteous Influence Income/expenditure	Opinion Biased Unbiased	Democracy Interest Value

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
<i>Being My Best</i>	Nursery: Identify personal needs e.g. feeling hot or cold. Reception: Complete challenges/task independently. Discuss ways in which skills can be improved and demonstrate pride in achievements.	Identify and use different ideas of what to do if something is difficult. Identify and explain why certain foods are healthy and some are not healthy.	Developing strategies for keeping healthy. Setting simple goals to help with learning. Setting present and future goals.	Explain how to keep myself healthy. Take responsibility for own health. Explain and develop personal present and future aspirations. Give examples of personal goals.	Having choices and making decisions about personal health. Give examples of how to take care of own environment.	Grow independence and show responsibility. Show media awareness and safety.	Focus on aspirations and personal goal setting. Give examples of emotional and physical risks.
Vocabulary	Food Exercise Sleep	Healthy Persevere Germs	Practice Achieve Challenge	Balanced diet Goals Ambitions	Wellbeing Mental health Pro-active	Commitment Interpersonal skills Independence	Aspirations Community Reliable

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
<i>Growing and Changing</i>	Nursery: Able to recognise a baby and adult animal e.g. a calf and a cow/tadpole and a frog. Reception:	Identify a range of adults that can be trusted. Identify ways of becoming independent.	Understanding life cycles. Develop an understanding of how to deal with loss.	Explain how to create positive relationships. Explain what is needed to make a new human being.	Label and talk about some of the body parts that change during puberty. Begin to talk about and manage difficult feelings.	Manage difficult feelings. Manage change. Identify when help is needed and where to get help.	Offer advice about whether a secret should be kept or shared. Discuss emotional changes associated with "puberty".

	Know that we were babies and have grown up (and will continue to grow up) To know that things have happened in the past in own families (birth of siblings, moving house, getting a pet etc).	Identify body parts that boys and girls have that are different and the same.	Give examples of how to support someone else.	Identify unsafe secrets and understand what "body space" is.	Discuss relationships including marriage.		Develop an awareness of self-esteem and body image.
Vocabulary	Baby Child Growing	Surprise Secret Independent	My body is mine (bodily autonomy) Permission Names of body parts e.g. penis, vulva	Personal space Relationships Positive	Puberty Menstruation Hormones	Unwanted attention Unwanted touch In confidence	Conception Egg Sperm