

A Place to Flourish

“I have come that they may have life, and have it to the full” (John 10:10)



Relationships, Sex and Health Education (RSHE) Policy

(referred to as “Life Skills”)

Statutory Policy

Date of review/adoption	Summer 2023
Date of next review	Summer 2025
Notes	This policy has been written to reflect the DfE statutory guidance Written using the Diocese of Norwich model policy in 2021

Signed ...*C. Robertson*... Chair of Governors

Date23.05.23.....

**Electronically signed and approved at the Full Governing Board meeting held on 23.05.23*

1. Policy context and rationale

This Relationships, Sex and Health Education Policy covers Blundeston CEVC Primary School's approach to teaching Relationships, Sex and Health Education (RSHE).

The core policy was produced by the Diocese of Norwich in collaboration with an external national RSHE Advisor. The policy has been subject to thorough consultation with the whole school community including pupils, parents/carers, staff, school governors and, where relevant, appropriate members of the wider community such as faith leaders.

The RSHE curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage appropriate curriculum that addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis to ensure the curriculum remains responsive.

2. Policy availability

Parents/carers will be informed about this policy through RSHE engagement events and/or by accessing a copy from the school website. If a hardcopy of the document is required, the school will be happy to provide this free of charge upon request. We will also work with any parents/carers who require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting the school office.

3. Policy values, aims and objectives

Our school supports the aims and objectives set out by the Secretary of State for Education in the RSHE Guidance 2019, which says: *"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society".*

Secretary of State Foreword, 2019

As part of the Diocese of Norwich, our passion and ambition is to see our children flourish educationally and academically, alongside developing and growing into their potential as individuals made in the image of God.

RSHE is delivered to complement the wider ethos, values and principles of the Diocese of Norwich and our school. Our vision for education is deeply Christian, with Jesus' promise of *"life in all its fullness"* at its heart. In line with the Church of England's role as the established Church, our vision is for the common good of the whole community:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our school's overarching, distinctively Christian vision for our pupils is based on John 10:10, when Jesus said: *"I have come that they may have life, and have it to the full"*. Our RSHE curriculum is underpinned by a clear set of embedded values and principles that complement the school's vision and ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons.

Relationships, Sex and Health Education means learning about the body, feelings, beliefs, the emotional, social and physical aspects of growing up, relationships, reproduction, rights and responsibilities in an age and stage appropriate manner, as well as knowing how and when to ask for help if it is needed. It involves children acquiring accurate information, developing skills and forming positive beliefs, values and attitudes to enable them to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing, both now and in the future.

We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The objective of RSHE is to support children and young people through a journey of physical, emotional and moral development, through the teaching of essential knowledge, skills and values within the framework of the law, relevant provisions of the Equality Act 2010 and through the teaching of the Christian perspectives on relationships and sex.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care in line with our Christian values. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE empowers children to build self-esteem, offer positive and open views and support mutual respect and celebration of themselves and others, providing a strong foundation to be successful in life by:

- providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner;
- providing an inclusive learning environment which is safe and empowering for everyone involved;
- teaching non-biased, accurate and factual information that is positively inclusive;
- developing character skills to support healthy and safe relationships, ensuring comfortable communication about emotions, bodies and relationships and using appropriate terminology;
- promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect;
- providing protection from shock or guilt;

- actively involving pupils as evaluators to ensure the curriculum stays relevant;
- ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, **safeguarding** and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including NSPCC, Barnardo's, The Children's Society and education unions.

As part of the Diocese of Norwich, we are committed to RSHE which:

- is taught by staff regularly trained in RSHE and supported by other trained professionals, where appropriate;
- works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home;
- delivers lessons where pupils feel safe and which encourage participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills;
- is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion;
- promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online;
- gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity;
- gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views;
- includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online;
- respects gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life;
- meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities;
- seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

We want to make RSHE lessons as meaningful for our pupils as possible. For this reason, these lessons will be called "Life Skills" lessons.

4. Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given the opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law, to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Through engagement and consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community, in accordance with the school's approach to inclusion.

5. Teaching and learning

The RSHE programme will be led by the Headteacher, taught by teaching staff, and supported by outside agencies as appropriate. All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Blundeston CEVC Primary School. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff performance management system.

On occasion, external visitors, experts and agencies may be invited to contribute to the delivery of RSHE because of their particular expertise or to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, the school will:

- check the visitor's or visiting organisation's credentials;
- ensure the teaching delivered by the visitor fits with our planned programme and this policy;
- discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils;
- ask to see the materials visitors will use, as well as a lesson plan in advance, to ensure they meet the full range of pupils' needs (e.g. special educational needs);
- agree how confidentiality will work in any lesson and ensure that the visitor understands how safeguarding reports should be dealt with, in line with school policy;
- arrange for the visitor to be supervised/supported by a member of school staff at all times;
- monitor and evaluate the visitor input to inform future planning.

RSHE will be taught through a range of teaching methodologies, including storytelling, drama, discussions, individual private reflection, quizzes, fact-finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Distancing techniques, such as the use of characters within RSHE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in

the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At our school we actively celebrate the diversity of our pupils, their families and the wider whole school curriculum. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive way through clear, impartial, scientific information as well as covering the law. Through engagement with stakeholders, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

RSHE will be taught to the whole class at the same time and there will be no separation of girls and boys. We believe this is crucial to pupils developing a thorough understanding of issue and topics relevant to both genders in relation to the RSHE curriculum.

6. Curriculum

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 Health Education compulsory in all schools except independent school. This means the majority of the RSHE curriculum is compulsory to meet DfE statutory guidance and The Equalities Act 2010. In essence, pupils **cannot** be withdrawn from Relationships or Health Education lessons. This is important as it ensures that all our children will have the opportunity to learn about the fundamental building blocks and characteristics of positive relationships and good physical and mental wellbeing. It also supports the development of skills to enable children to keep themselves safe and to understand what to do if they don't feel safe.

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually during their school years by revisiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSHE will support the school's commitment to **safeguard** pupils through an age-appropriate curriculum, preparing them to live safely in the modern world.

Our RSHE (Life Skills) curriculum overview is below. Detailed year group curriculum plans are included at the end of this policy (Appendix A).

This curriculum may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parents/carers will be provided with appropriate notice before the amended programme is delivered. Where possible, the curriculum will be enhanced by themed assemblies, topic days and cross-curricular links.

Relationships Education (*Compulsory*)

Families and people who care for me	Pupils should know: <ul style="list-style-type: none">• that families are important for children 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 relationships	Pupils should know: <ul style="list-style-type: none">• 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, 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.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

<p>Respectful relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • 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 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 • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-toface 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.
<p>Being safe</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

Physical Health and Mental Wellbeing Education (Compulsory)

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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.• how to be a discerning consumer of information online including understanding that information, including 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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, 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 including the key facts about the menstrual cycle.

Sex Education (Year 6 only)

- Pupils should learn how a baby is conceived and born.

7. Assessment and monitoring

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. There will be self-assessment tasks throughout the programme that will confirm pupils' understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents/carers as appropriate.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching and informal drop-ins conducted by the Subject Leader (the Headteacher) and/or members of the senior leadership team. Governors will monitor the quality of provision, pupil progress and accessibility of the RSHE provision. Specific governor responsibilities are in section 38 and 39 of the RSHE Guidance. The observations and findings of which will be used to identify and inform future staff training and resource needs.

8. Responding to pupil's questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness, contrasting personal beliefs including disagreement with the official teaching of the Church and otherwise. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly, within the framework of a class 'working agreement'.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and will also be provided with an opportunity to raise anonymous questions through the use of an 'ask-it-basket'. Teachers will answer questions as fully as they feel is age and stage appropriate, based on the level of knowledge demonstrated by pupils during the lesson.

Teachers may delay answering a pupil's question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate, and will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the child to ask a parent/carer or trusted adult at home.

9. Confidentiality, signposting and handling disclosures

The school's responsibility to **safeguard** pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching, the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by the teacher.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs and safeguarding arrangements can be actioned efficiently, if required. If the school has any reason to believe a pupil is at risk of harm, the school will respond in accordance with the [Safeguarding and Child Protection Policy](#).

Teachers will conduct RSHE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the Designated Safeguarding Lead (or a Deputy DSL) and record it on the school's internal electronic recording system (CPOMS). The Designated Safeguarding Lead will deal with the matter in line with the school's [Safeguarding and Child Protection Policy](#).

10. Involving parents and carers

We believe that parents/carers are the primary educators of their children in RSHE and that RSHE is most effective when there is collaboration between school and home. We, therefore, wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through an initial workshop in the Autumn term. These workshops will take place in year groups and will provide a valuable opportunity for parents to develop awareness of emerging RSHE topics, our RSHE curriculum and review the resources being used. There will also be the opportunity for parents and carers to consider ways to build on RSHE learning at home, fostering strong channels of communication between parents/carers and their children. The school operates an open-door policy enabling parents/carers to discuss RSHE at relevant times throughout the school year with their child's teacher.

11. Parental right to have a child excused

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education lessons. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the National Curriculum for Science. In our school, this only applies to pupils in Year 6 as this is when the Sex Education component is taught (**how a baby is conceived and born**).

We will inform the parents/carers of children in Year 6 that non-statutory Sex Education is due to be taught, in advance of the sessions. We will also share lesson plans and resources with Year 6 parents/carers at this point, to help them to understand the content of this aspect of the curriculum. We will make it clear that these sessions are not part of the Science curriculum and, therefore, they have the right to withdraw their child from some or all of the sessions.

If a parent/carer wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the Headteacher, making clear which aspects of the programme they do not wish their child to participate in.

The Headteacher will outline to the parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents/carers propose to deliver Sex Education to their child at home instead).

Once a decision has been made, the parent/carer must inform the Headteacher in writing, stating the sessions they would like their child withdrawn from, as well as their reasons as to why they would like their child withdrawn from these sessions.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents'/carers' request to have their child excused from some or all of the non-statutory Sex Education, up to and until three terms before the child turns 16. After that point, if the child wishes to receive Sex Education rather than be withdrawn, the secondary school will need to make arrangements to provide the child with Sex Education during one of those terms.

The school will document this process in order to inform the child's secondary school.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from Sex Education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education in school during the period of withdrawal (this will be from a different area of the curriculum).

The RSHE curriculum is fluid with the three aspects of Relationships, Sex and Health being intrinsically linked. This means that parents/carers need to be aware that, due to the nature of the subject, it is possible that questions relating to sex may come up as part of a RSHE lesson on another topic, e.g. relationships education. This means that pupils whose parents/carers have been asked for their child to be excused from Sex Education lessons may, on occasions, hear questions or pupil discussions on the subject. Wherever possible, the teacher will redirect the lesson back to the relevant subject and will address these questions and discussions in an appropriate manner and at an appropriate time.

12. Monitoring and review

The governing board monitors the impact of RSHE. The governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support any reviewing of the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every two years, or sooner if the RSHE curriculum is amended in response to emerging themes, changing pupil needs or the introduction of new legislation and guidance.

13. Links to other school policies

This policy complements the following policies:

- Anti-Bullying
- Behaviour
- Equality and Diversity
- Online Safety
- Religious Education
- **Safeguarding and Child Protection**
- SEND

Appendix A - Our Curriculum

Reception Life Skills Curriculum	
Being My Best	Growing and Changing
<p>My body (KS1 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene. 	<p>Seasons (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Name the different seasons and describe their differences; • Explain the changes that occur as seasons change; • Talk about how they have grown in resilience.
<p>Bouncing back when things go wrong (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Share an experience where they haven't achieved their goal; • Develop their confidence and resilience towards having a growth mindset; • Name a strategy to overcome a hurdle. 	<p>Life stages – plants, animals, humans (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • To understand that animals and humans change in appearance over time; • Use relevant vocabulary such as seed, baby, grow, change, old, young (and the names for young animals); • Make observations and ask questions about living things.
<p>Yes, I can! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise that some skills take time to learn; • Plan and review an achievable goal; • Celebrate the successes of their peers. 	<p>Life stages – human life stage – who will I be? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Retell a story and respond to questions about it; • Use the language and describe the different life stages of: baby, child, teenager, adult, older age; • Talk about their own experience of growing up.
<p>Healthy eating (1) (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Name and choose healthy foods and drink; • Understand there are some foods that are a “just sometimes” food or drink (eating in moderation); • Explain the jobs of different food groups. 	<p>Getting bigger (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about how they have changed as they have grown; • Explain the differences between babies, children, and adults; • Understand that we are all unique.

<p>Move your body (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe the changes in their body during exercise and what is happening to their body; • Explain how exercise can help us stay well - physically and mentally; • Name some ways to keep their body fit and well. 	
<p>A good night's sleep (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand why our body needs sleep; • Talk about their own bedtime routine; • Suggest ways to have a calm evening and bedtime routine. 	
<p>Harold's bathroom (SCARF – from Year 2 curriculum)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. 	

Me and My Relationships	Valuing Difference
<p>My feelings (KS1 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings. 	<p>My relationships (KS1 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils understand that there are similarities and differences between everyone and can celebrate this.
<p>My beliefs (KS1 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can recognise what they like, dislike and feel empowered to make real, informed choices. 	<p>I'm special, you're special (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe their own positive attributes; • Share their likes and dislikes; • Listen to and respect the ideas of others.

<p>Asking for help (KS1 RSE Solution)</p> <ul style="list-style-type: none"> • Pupil can identify the special people in their lives, what makes them special and how special people care for one another. 	<p>Same and different (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise the similarities and differences amongst their peers; • Discuss why differences should be celebrated; • Retell a story.
<p>All about me (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about their own interests; • Talk about their families; • Talk about how they are the same or different to others. 	<p>Same and different homes (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise the similarities and differences between their home and those of others; • Talk about what makes their home feel special and safe; • Be sensitive towards others.
<p>What makes me special (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Share their favourite interests and objects; • Talk about themselves positively; • Listen to what others say and respond. 	<p>I am caring (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Suggest ways in which we can be kind towards others; • Demonstrate skills in cooperation with others.
<p>Who can help me? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about when they might feel unsafe or unhappy; • Name the people who will help them; • Notice when a friend is in need at school and help them. 	<p>Kind and caring (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Show friendly behaviour towards a peer; • Build relationships with others.
<p>My feelings (1) (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe different emotions; • Explore how we feel at certain times or events; • Identify ways to change feelings and calm down. 	

Keeping Myself Safe	Rights and Responsibilities
<p>My rights and responsibilities (KS1 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy. 	<p>Looking after my special people (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Name the special people in their lives; • Understand that our special people can be different to those of others.
<p>What's safe to go on my body (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Name things that keep their bodies safe; • Name things that keep their bodies clean and protected; • Think about how to recognise things that might not be safe. 	<p>Looking after my friends (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about why friends are important and how they help us; • Identify ways to care for a friend in need; • Identify ways to help others in their community.
<p>Keeping myself safe – what's safe to go into my body (including medicines) (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Make safe decisions about items they don't recognise; • Talk about what our bodies need to stay well; • Name the safe ways to store medicine and who can give it to children (adults). 	<p>Being helpful at home and caring for our classroom (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify ways in which they help at home; • Recognise the importance of taking care of a shared environment; • Name ways in which they can look after their learning environment.
<p>Safe indoors and outdoors (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Name some hazards and ways to stay safe inside; • Name some hazards and ways to stay safe outside; • Show how to care for the safety of others. 	<p>Caring for our world (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Think about what makes the world special and beautiful; • Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; • Talk about what can happen to living things if the world is not cared for.
<p>Listening to my feelings (1) (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Name the adults who they can ask for help from, and will keep them safe; • Recognise the feelings they have when they are unsafe. 	<p>Looking after money (1): recognising, spending, using</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise coins and other items relating to money; • Identify the uses of money.

<p>Keeping safe online (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Share ideas about activities that are safe to do on electronic devices; • What to do and who to talk to if they feel unsafe online. 	<p>Looking after money (2): saving money and keeping it safe</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about why it's important to keep money safe; • Identify ways to save money; • Talk about why we save money.
<p>“PANTS” (NSPCC)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand and learn the PANTS rules (NSPCC); • Name and know which parts should be private; • Start thinking about who they trust and who they can ask for help. 	

Year 1 Life Skills Curriculum

Being My Best	Growing and Changing
<p>I can eat a rainbow (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>My body (KS1 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can correctly name the main parts of the body, including external genitalia, using scientific terms.
<p>Eat well (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Taking care of a baby (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Catch it! Bin it! Kill it! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. 	<p>Then and now (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Harold learns to ride his bike (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. 	<p>Who can help? (2) (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Pass on the praise! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them 	<p>Surprises and secrets (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises;

feel.	<ul style="list-style-type: none"> Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
<p>Harold has a bad day (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people. 	

Me and my relationships	Valuing difference
<p>My feelings (KS1 RSE Solution)</p> <ul style="list-style-type: none"> Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond. 	<p>My beliefs (KS1 RSE Solution)</p> <ul style="list-style-type: none"> Pupils can identify and respect differences and similarities between people and can celebrate this.
<p>My relationships (KS1 RSE Solution)</p> <ul style="list-style-type: none"> Pupils understand the importance of listening to other people and playing and working cooperatively, including strategies to resolve simple disagreements through negotiation. 	<p>Same or different? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.
<p>Why we have classroom rules (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. 	<p>Unkind, tease or bully? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.
<p>Thinking about feelings (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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.) 	<p>Harold's school rules (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Explain some of their school rules and how those rules help to keep everybody safe.

<p>Our feelings (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify a range of feelings; • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these. 	<p>Who are our special friends? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them.
<p>Feelings and bodies (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. 	<p>It's not fair! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others.
<p>Good friends (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify simple qualities of friendship; • Suggest simple strategies for making up. 	

Keeping myself safe	Rights and responsibilities
<p>My rights and responsibilities (KS1 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils understand that some diseases are spread, the right to be protected from diseases and the responsibility to protect others. 	<p>Harold's wash and brush up (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order.
<p>Asking for help (KS1 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can identify the people who look after them, and how to attract their attention if needed. 	<p>Around and about the school (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify what they like about the school environment; • Recognise who cares for and looks after the school environment.
<p>Healthy me (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen); 	<p>Taking care of something (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Demonstrate responsibility in looking after something (e.g. a class pet or

<ul style="list-style-type: none"> Recognise that exercise and sleep are important parts of a healthy lifestyle. 	<ul style="list-style-type: none"> plant); Explain the importance of looking after things that belong to themselves or to others.
<p>Who can help? (1) (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. 	<p>Harold's Money (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Explain where people get money from; List some of the things that money may be spent on in a family home.
<p>Harold loses Geoffrey (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise the range of feelings that are associated with loss. 	<p>How should we look after our money? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).
<p>What could Harold do? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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. 	
<p>"PANTS" (NSPCC)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Understand and learn the PANTS rules (NSPCC); Name and know which parts should be private; Start thinking about who they trust and who they can ask for help. 	

Year 2 Life Skills Curriculum

Being My Best	Growing and Changing
<p>My feelings (KS1 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals. 	<p>My body (KS1 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can recognise how they grow and will change as they become older.
<p>You can do it! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process; • Help themselves and others develop a positive attitude that support their wellbeing; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. 	<p>A helping hand (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others.
<p>My day (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Sam moves away (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
<p>Harold's postcard – helping us to keep clean and healthy (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain how germs can be spread; • Describe simple hygiene routines such as handwashing; • Understand that vaccinations can help to prevent certain illnesses. 	<p>My body, your body (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify which parts of the human body are private; • Understand that humans mostly have the same body parts but that they can look different from person to person.
<p>Harold's bathroom (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of good dental hygiene; • Describe simple dental hygiene 	<p>Respecting privacy (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain what privacy means; • Know that you are not allowed to touch someone's private belongings

routines.	without their permission; <ul style="list-style-type: none"> • Give examples of different types of private information.
My body needs... (SCARF) Children will be able to: <ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health. 	

Me and My Relationships	Valuing Difference
My relationships (KS1 RSE Solution) <ul style="list-style-type: none"> • Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable. 	What makes us who we are? (SCARF) Children will be able to: <ul style="list-style-type: none"> • 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.
My beliefs (KS1 RSE Solution) <ul style="list-style-type: none"> • Pupils can identify the ways in which people and families are unique, understanding there has never been, and will never be, another them. 	How do we make others feel? (SCARF) Children will be able to: <ul style="list-style-type: none"> • Recognise and explain how a person's behaviour can affect other people.
Our ideal classroom (1) (SCARF) Children will be able to: <ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. 	My special people (SCARF) Children will be able to: <ul style="list-style-type: none"> • Identify people who are special to them; • Explain some of the ways those people are special to them.
How are you feeling today? (SCARF) Children will be able to: <ul style="list-style-type: none"> • 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. 	When someone is feeling left out (SCARF) Children will be able to: <ul style="list-style-type: none"> • 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.
<p>Don't do that (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand and describe strategies for dealing with bullying; • Rehearse and demonstrate some of these strategies. 	<p>An act of kindness (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Types of bullying (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Solve the problem (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Being a good friend (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other. 	

Keeping safe	Rights and responsibilities
<p>My rights and responsibilities (KS1 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond. 	<p>Getting on with others (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom.
<p>Asking for help (KS1 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. 	<p>When I feel like erupting (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain, and be able to use, strategies for dealing with impulsive behaviour.

<p>Harold's picnic (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Feeling safe (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify special people in the school and community who can help to keep them safe; • Know how to ask for help.
<p>How safe would you feel? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. 	<p>How can we look after our environment? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment.
<p>What should Harold say? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Harold saves for something special (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things.
<p>"PANTS" (NSPCC)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand and learn the PANTS rules (NSPCC); • Name and know which parts should be private; • Start thinking about who they trust and who they can ask for help. 	<p>Harold goes camping (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.

Year 3 Life Skills Curriculum

Being My Best	Growing and Changing
<p>My feelings (KS2 RSE Solution)</p> <ul style="list-style-type: none"> Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem. 	<p>My body (KS2 RSE Solution)</p> <ul style="list-style-type: none"> Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.
<p>Derek cooks dinner! (Healthy Eating) (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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. 	<p>Relationship tree (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with.
<p>Poorly Harold (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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. 	<p>Body Space (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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.
<p>For or against? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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. 	<p>Secret or surprise? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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.
<p>I am fantastic! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; 	

<ul style="list-style-type: none"> • Explain why some groups of people are not represented as much on television/in the media. 	
<p>Getting on with your nerves! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves. 	

<p style="text-align: center;">Me and My Relationships</p>	<p style="text-align: center;">Valuing Difference</p>
<p>My relationships (KS2 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships. 	<p>My beliefs (KS2 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl.
<p>As a rule (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Family and friends (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
<p>My special pet (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>My community (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Looking after our special people (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify people who they have a special relationship with; 	<p>Respect and challenge (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Reflect on listening skills; • Give examples of respectful language;

<ul style="list-style-type: none"> Suggest strategies for maintaining a positive relationship with their special people. 	<ul style="list-style-type: none"> Give examples of how to challenge another's viewpoint, respectfully.
<p>How can we solve this problem? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Rehearse and demonstrate simple strategies for resolving given conflict situations. 	<p>Our friends and neighbours (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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.
<p>Dan's dare (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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. 	<p>Let's celebrate our differences (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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).
<p>Friends are special (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. 	<p>Zeb (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.

Keeping Myself Safe	Rights and Responsibilities
<p>My rights and responsibilities (KS2 RSE Solution)</p> <ul style="list-style-type: none"> Pupils understand the right to protect their body from unwanted touch. 	<p>Our helpful volunteers (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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.

<p>Asking for help (KS2 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret. 	<p>Helping each other to stay safe (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people.
<p>Safe or unsafe (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. 	<p>Recount task (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Danger or risk? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. 	<p>Harold's environment project (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method.
<p>Alcohol and cigarettes: the facts (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Can Harold afford it? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for items; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)
<p>Super searcher (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; 	<p>Earning money (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors

<ul style="list-style-type: none">• Give examples of strategies for safe browsing online.	(skill, experience, training, responsibility etc.)
<p>Help or harm? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none">• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.	

Year 4 Life Skills Curriculum

Being My Best	Growing and Changing
<p>My feelings (KS2 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond. 	<p>My body (KS2 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.
<p>What makes me ME! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Moving house (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Making choices (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>My feelings are all over the place! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>SCARF Hotel (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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). 	<p>Secret or surprise? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Harold's Seven Rs (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different 	

scenarios.	
<p>My school community (1) (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community. 	

Me and My Relationships	Valuing Difference
<p>My beliefs (KS2 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can recognise differences and similarities between people arise from a number of factors including family and personal identity. 	<p>Can you sort it? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
<p>My rights and responsibilities (KS2 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils know that marriage is a commitment freely entered into by both people and that no-one should marry if they don't absolutely want to or are not making the decision freely for themselves. 	<p>Islands (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Ok or not ok? (part 1) (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. 	<p>Friend or acquaintance? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Ok or not ok? (part 2)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise that there are times when 	<p>What would I do? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • List some of the ways that people are

<p>they might need to say 'no' to a friend;</p> <ul style="list-style-type: none"> Describe appropriate assertive strategies for saying 'no' to a friend. 	<p>different to each other (including differences of race, gender, religion);</p> <ul style="list-style-type: none"> Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively.
<p>Different feelings (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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. 	<p>The people we share our world with (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.
<p>When feelings change (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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. 	<p>That is such a stereotype! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Understand and identify stereotypes, including those promoted in the media.
<p>Under pressure (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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. 	

Keeping Myself Safe	Rights and Responsibilities
<p>My relationships (KS2 RSE Solution)</p> <ul style="list-style-type: none"> Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond. 	<p>Who helps us stay healthy and safe? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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

	<p>of those who help them stay healthy and safe;</p> <ul style="list-style-type: none"> • Suggest ways they can help the people who keep them healthy and safe.
<p>Asking for help (KS2 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help. 	<p>How do we make a difference? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Danger, risk or hazard? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>In the news (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Define the word <i>influence</i>; • Recognise that reports in the media can influence the way they think about a topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
<p>Picture Wise (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Safety in numbers (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>How dare you! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares. 	<p>Harold's expenses (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Define the terms 'income' and 'expenditure'; • List some of the items and services of expenditure in the school and in the home; • Prioritise items of expenditure in the home from most essential to least

	essential.
<p>Medicines: check the label (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. handwashing routines). • Define the word 'drug' and understand that nicotine and alcohol are both drugs. 	<p>Why pay taxes? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; • Understand how a payslip is laid out showing both pay and deductions; • Prioritise public services from most essential to least essential.
<p>Know the norms (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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). 	
<p>Keeping ourselves safe (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk. 	

Year 5 Life Skills Curriculum

Being My Best	Growing and Changing
<p>Getting fit (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>My feelings (KS2 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can anticipate how their emotions may change as they approach and move through puberty.
<p>Different skills (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements. 	<p>My body (KS2 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils can anticipate how their body may change as they approach and move through puberty.
<p>My school community (2) (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community. 	<p>Taking notice of our feelings (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify people who can be trusted; • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
<p>Independence and responsibility (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people. 	<p>Dear Hetty (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like.
<p>Star qualities? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are 	<p>Help! I'm a teenager - get me out of here! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise how our body feels when we're relaxed;

<p>portrayed in the media isn't always an accurate reflection of them in real life;</p> <ul style="list-style-type: none"> Describe 'star' qualities that 'ordinary' people have. 	<ul style="list-style-type: none"> 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.
	<p>Dear Ash (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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.

Me and My Relationships	Valuing Difference
<p>My relationships (KS2 RSE Solution)</p> <ul style="list-style-type: none"> Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships. 	<p>Qualities of friendship (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.
<p>My beliefs (KS2 RSE Solution)</p> <ul style="list-style-type: none"> Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying. 	<p>Kind conversations (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others.
<p>Give and take (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. 	<p>Happy being me (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Develop an understanding of discrimination and its injustice, and describe this, using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged.
<p>How good a friend are you? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Demonstrate how to respond to a 	<p>The land of the Red People (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify and describe the different groups that make up their

<p>wide range of feelings in others;</p> <ul style="list-style-type: none"> • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities. 	<p>school/wider community/other parts of the UK;</p> <ul style="list-style-type: none"> • 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.
<p>Relationship cake recipe (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help. 	<p>Is it true? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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 and sometimes this is so that people will like them; • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
<p>Our emotional needs (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>It could happen to anyone (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Communication (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	

Keeping Myself Safe	Rights and Responsibilities
<p>My rights and responsibilities (KS2 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission. 	<p>What's the story? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify, write and discuss issues currently in the media concerning health and wellbeing; • Express their opinions on an issue

	<p>concerning health and wellbeing;</p> <ul style="list-style-type: none"> • Make recommendations on an issue concerning health and wellbeing.
<p>Asking for help (KS2 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen. 	<p>Fact or opinion? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read.
<p>Spot bullying (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Right, responsibilities and duties (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out.
<p>Play, like, share (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Recognise disrespectful behaviour online and know how to respond to it. 	<p>Mo makes a difference (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Drugs: true or false? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Spending wisely (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product.

<p>Smoking: what is normal? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand the actual norms around smoking and the reasons for common misperceptions of these. 	<p>Lend us a fiver! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance.
<p>Would you risk it? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Local councils (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain some of the areas that local councils have responsibility for; • Understand that local councillors are elected to represent their local community.

Year 6 Life Skills Curriculum

Being My Best	Changing and Growing
<p>Five Ways to Wellbeing project (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Helpful or unhelpful? Managing change (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>This will be your life! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify aspirational goals; • Describe the actions needed to set and achieve these. 	<p>I look great! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Our recommendations (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. 	<p>Media manipulation (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>What's the risk? (1) (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. 	<p>Pressure online (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.

<p>What's the risk? (2) (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise what risk is; • Explain how a risk can be reduced; • Understand risks related to growing up and explain the need to be aware of these; • Assess a risk to help keep themselves safe. 	<p>Is this normal? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
	<p>Dear Ash (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.

Me and My Relationships	Valuing Difference
<p>Working together (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this. 	<p>My relationships (KS2 RSE Solution)</p> <ul style="list-style-type: none"> • Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.
<p>Let's negotiate (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task. 	<p>OK to be different (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Solve the friendship problem (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>We have more in common than not (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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;

	<ul style="list-style-type: none"> • Demonstrate ways of offering support to someone who has been bullied.
<p>Assertiveness skills (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. 	<p>Respecting differences (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
<p>Behave yourself (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Tolerance and respect for others (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Don't force me (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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; • Understand that everyone has the right to be free to choose who, and whether, to marry. 	<p>Advertising friendships! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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).
<p>It's a puzzle (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology. 	<p>Boys will be boys? Challenging gender stereotypes (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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.

Keeping Myself Safe	Rights and Responsibilities
Asking for help (KS2 RSE Solution) <ul style="list-style-type: none">Pupils develop confidence and skills to know when, who and how to ask for help independently or with support.	Two sides to every story (SCARF) <p>Children will be able to:</p> <ul style="list-style-type: none">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 and extract the facts from it.
My feelings (KS2 RSE Solution) <ul style="list-style-type: none">Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.	Fakebook friends (SCARF) <p>Children will be able to:</p> <ul style="list-style-type: none">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.
Think before you click! (SCARF) <p>Children will be able to:</p> <ul style="list-style-type: none">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.	What's it worth? (SCARF) <p>Children will be able to:</p> <ul style="list-style-type: none">Explain some benefits of saving money;Describe the different ways money can be saved, outlining the pros and cons of each method;Describe the costs that go into producing an item;Suggest sale prices for a variety of items, taking into account a range of factors;Explain what is meant by the term <i>interest</i>.
Traffic lights (SCARF) <p>Children will be able to:</p> <ul style="list-style-type: none">Identify strategies for keeping personal information safe online;Describe safe behaviours when using communication technology.	Jobs and taxes (SCARF) <p>Children will be able to:</p> <ul style="list-style-type: none">Recognise and explain that different jobs have different levels of pay and the factors that influence this;Explain the different types of tax (income tax and VAT) which help to fund public services;

	<ul style="list-style-type: none"> Evaluate the different public services and compare their value.
<p>Rat pack (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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. 	<p>Action stations (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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.
<p>What sort of drug is...? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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. 	<p>Happy shoppers (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.
<p>Drugs: It's the law! (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country. 	<p>Democracy in Britain 1 & 2 - Elections (SCARF)</p> <ul style="list-style-type: none"> Pupils will be able to recognise reasons for rules and laws; consequences of not adhering to rules and laws.
<p>Alcohol: what is normal? (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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. 	
<p>Joe's story (part 1) (SCARF)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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) (SCARF)

Children will be able to:

- Understand and give examples of conflicting emotions;
- Understand and reflect on how independence and responsibility go together.

Sex Education (Year 6 only)

My body (KS2 RSE Solution)

- Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.

Sun safety (all year groups)

We will use Boots' Soltan Sun Ready Schools online resource (<https://soltansunready.com/for-schools>).

- Physical Health and Mental Wellbeing (Health Education) Health and prevention
2. Pupils will know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Basic first aid (all year groups)

We will use the British Red Cross' comprehensive **First Aid Champions** resources for children aged 5 to 11 (we will have a First Aid Champions week in school for all year groups).

- Physical Health and Mental Wellbeing (Health Education) Basic first aid
1. Pupils will know how to make a clear and efficient call to emergency services if necessary.
- Physical Health and Mental Wellbeing (Health Education) Basic first aid
2. Pupils will know concepts of basic first aid, for example, dealing with common injuries, including head injuries.