



At Knights Enham Junior School we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Relationships and Sex Education (RSE) Policy

Approved: December 2023

Review: December 2024

Knights Enham Junior School

Relationships and Sex Education (RSE) Policy

Statutory Requirements

As a maintained primary school, it is statutory for us to provide relationships education for all pupils as per section 34 of the Children and social work act 2017. This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education.

Relationships Education is designed to help children to have positive and safe relationships with family, friends and online. Health Education will help children to make good decisions about their health and wellbeing and enable them to know how to seek support if any health issues arise for themselves or others.

The teaching of Sex Education in primary schools remains non-statutory (with the exception of the elements of sex education contained in the science national curriculum), however it is encouraged that schools to deliver age-appropriate sex education if they feel their pupils need this information.

RSE forms the main part of the Personal, Social, Health and Economic Education (PSHE) curriculum.

Development of this policy

This policy has been developed in consultation with staff, pupils, governors and parents. Staff, parents and governors have had an opportunity to look at the policy and were invited to ask questions and make comments.

A group of 6 year 6 pupils were consulted to discuss what is important to them in their RSE learning.

Following this process, amendments were made to the policy to reflect the consultation period and presented to governors for approval.

The Aim of RSE

The school is committed to offer pupils a carefully planned programme covering human development, relationships, sexuality and family life within a safe,

comfortable atmosphere and with a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

We encourage an open-minded approach through which pupils learn to respect and value the opinions and beliefs of others, as well as learning to express their own viewpoints on important issues.

The teaching of RSE will be delivered to every year group throughout the school. It will be age appropriate and designed to build on knowledge each year. It is important that children learn about the changes that will happen to them at the right time, limiting confusion and anxiety. Children will build on previous years' learning and subjects can be revisited and revised. It is important that RSE teaching starts early in primary school so that children can learn about their bodies; can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school, so it is important that all pupils know what to expect before it happens.

Our RSE teaching at Knights Enham aims to provide pupils with:

- The skills and knowledge to make informed choices with regards to relationships – understanding the characteristics of a healthy relationship
- Understanding of the impact relationships can have on physical and mental health
- Ability to stay safe online
- Correct terminology to describe their body
- Developing feelings of empathy, self-worth and self-respect, valuing themselves and others
- An appreciation and acceptance of difference and diversity
- A toolkit for children to understand and manage their emotions
- A framework for children to understand what constitutes a safe and healthy lifestyle
- A positive culture around issues of sexuality and relationships – particularly encouraging questioning
- Preparation for puberty – including an understanding of sexual development and the importance of health and hygiene
- The ability to form safe relationships, on and off line
- The ability to be positive and active members of a democratic society

For specific details of what is taught when, see Appendix 1 - 'PSHE lesson overviews.'

Definition

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity or lifestyle choices.

Relationships Education: The focus is on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents / carers amongst other structures, along with reflecting sensitively realising that some children may have a different structure of support around them (for example looked after children or young carers).

Health Education: The focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers will be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education: The focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born).

Strategies for the teaching of RSE

At Knights Enham, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education – incorporating RSE. We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

The teaching of RSE will be in accordance with the school's Teaching and Learning policy and will make cross-curricular links where appropriate. The RSE subject leader will provide access to planning and resources on SCARF. Any written RSE will be recorded in the children's topic books. All work will clearly indicate that it is PSHE.

RSE will be taught within the children's usual classes (with no separation by gender). In order for teaching to be most effective, where possible, RSE lessons will be delivered by the class teacher. It is essential that RSE is taught with great sensitivity, recognising that our children at Knights Enham will come with many different prior experiences of relationships.

Children will be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Each class should have an anonymous question box for use during RSE sessions to allow children the opportunity to ask or share things they may not want to voice out loud. Discussion with children during the policy consultation period showed this to be of great importance to them.

Each year group will cover the same broad PSHE topic each half term – in which the RSE forms part of.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing

Further details of what specifically is being taught can be found in Appendix 1 - 'PSHE lesson overviews.'

Spiritual, Moral, Social and Cultural Development (SMSC)

RSE has a particular contribution to make towards the SMSC education of each child. We aim to develop the children's SMSC education in order to enable them to make personal informed choices of relationships and lifestyle.

Equal Opportunities

All pupils, regardless of religion, race, gender, ethnicity, age or ability, are given access to this area of the curriculum. PSHE, including RSE, allows pupils to engage with a range of issues. Some children could potentially feel vulnerable especially if they are in a minority. Staff seek to provide a safe environment for fair-minded and sensitive discussion – promoting diversity and inclusion.

Children with Special Educational Needs have equal access to the PSHE and RSE curriculum. Class teachers are responsible for differentiating learning to allow all children to work at an appropriate level, thus enabling them to achieve to the best of their ability.

We acknowledge the differing ethnic, religious and cultural attitudes to RSE and recognise that pupils may come from a variety of family situations and home backgrounds and take this into account when planning teaching and selecting resources to be used. Class teachers will consult pupils and parents/carers about their needs where necessary. Parents are always welcome to speak to teachers if they have any concerns.

Withdrawal

By law, there is no right for children to be withdrawn from Relationships Education. However, if sex education is taught beyond the science curriculum, a parent has the right to withdraw from this as it is additional, non-statutory content. As a school, we will ensure we clearly identify the difference between content of relationships education and sex education. Parents are invited to view our resources and discuss any concerns with our staff.

If withdrawal is requested, initially the headteacher and/or PSHE leader will meet with parents to discuss the reasons for withdrawal and clarify the nature and purpose of the curriculum. They will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their 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 parent proposes to deliver sex education to their child at home instead). If a parent then wishes to continue with their request for withdrawal, they will be asked to provide confirmation of this request in writing.

Staff

RSE, due to its potentially sensitive nature, in most cases is best taught in primary schools by the class teacher that knows the children well and has a good understanding of the content to be taught and the sensitivities that can arise from it. However, we acknowledge that for faith or non-faith reasons a teacher may not agree with some of the content of RSE (for example many faith groups believe marriage is solely between man and woman which differs from the law) and therefore may not be comfortable teaching it. It does not mean that teachers who do teach RSE abide by any cultural, religious or statutory content in their private lives. They must meet the expectations of a teacher when teaching, to teach it impartially in line with statutory content and any content additional to the statutory that is agreed within the school's own policy.

It is likely that it is just a small aspect of RSE that a teacher does not want to teach/feel confident in. Therefore at KEJS we are happy for a class teacher to ask for these elements to be covered in their PPA sessions. The teacher does not need to declare or discuss their reasons for this; they can simply ask the person who covers their PPA to teach these lessons. If that person feels uncomfortable teaching this they can refer the matter in confidence to the PSHE leader or Headteacher who will arrange for an alternative member of staff to cover this content.

A teacher must be aware that unavoidable conversations of this nature may crop up outside of the specific lesson times and questions may be asked of them by pupils. A teacher could if necessary ask a child to write these in the question box to be addressed the next lesson – which could then be taught by another member of staff.

Sex Education – non-statutory content

'SCARF' (the resource we use for PSHE at Knights Enham) interprets sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory included in either Health Education or National Curriculum Science.

The non-statutory element of sex education (i.e. beyond the science curriculum or statutory health education) that we will be teaching is: contraception. This is taught in year 6 in the lesson entitled 'Making babies'. (In the event of mixed year classes it may also be taught in year 5.) Additionally within this lesson, children will learn about how a baby is conceived, whether through sexual intercourse or IVF.

This is the content a parent has the right to withdraw from this is clearly indicated on the 'PSHE lesson overviews' (See Appendix 1).

Parental Engagement

We know that many parents and carers will have begun the important role of teaching their children about relationships and sex education and we want to build upon the good work that has already started. We aim to build a positive and supporting relationship with the parents of children at our school through mutual understanding trust and co-operation, parents will be given every opportunity to understand the purpose and content of RSE.

Parents are invited to view examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided on the school website ('PSHE lesson overviews'). We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about their own family's values in regards to relationships and sex alongside the information they receive at school.

Responsibilities for RSE

It is the responsibility of the PSHE Leader to oversee and monitor the development of RSE within the school. This includes:

- To foster high expectations of teaching and learning in RSE for all children
- To take the lead in policy development and ensure this is implemented effectively
- To ensure that RSE is managed and organised to meet the school's teaching and learning policies
- To ensure continuity and progression in RSE throughout the school through development of the long and medium-term planning
- To support, guide and motivate colleagues, ensuring that all members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- To monitor progress in RSE, including the monitoring of samples of work, pupil conferencing and teaching and learning observations
- To set priorities and targets to further develop provision, with particular reference to the school strategic priorities
- To take responsibility for the purchase and organisation of resources
- To keep up-to-date with developments in RSE and advise colleagues of these developments where appropriate
- Report to governors on the effectiveness of RSE teaching within the school.

It is each teacher's responsibility to teach RSE according to the planning within the identified time. Additionally, class teachers have the responsibility to discuss with the

PSHE leader if they feel the content of the planning is not suitable for the developmental and maturity levels of their class.

Monitoring

This policy will be monitored and evaluated by the PSHE leader, Senior Leadership team (SLT) and the Governors. The policy will, where necessary, be revised in light of these evaluations.

The aims of monitoring in RSE are to:

- Ensure that the learning outcomes detailed in planning are being met (including that appropriate differentiation has been put in place)
- Identify aspects of RSE where development work is needed
- Consider what further resources, Continuous Professional Development (CPD) and In Service training (INSET) are required to deliver the RSE curriculum effectively
- Consider the extent to which it contributes to the SMSC development of pupils

title &
half-termly unit

Me and My Relationships

As a rule	<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.
My special pet	<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.
Tangram team challenge	<ul style="list-style-type: none"> •Define and demonstrate cooperation and collaboration; •Identify the different skills that people can bring to a group task; •Demonstrate how working together in a collaborative manner can help everyone to achieve success.
Looking after our special people	<ul style="list-style-type: none"> •Identify people who they have a special relationship with; •Suggest strategies for maintaining a positive relationship with their special people.
How can we solve this problem?	<ul style="list-style-type: none"> •Rehearse and demonstrate simple strategies for resolving given conflict situations.
Dan's dare	<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.
Thanks	<ul style="list-style-type: none"> •Express opinions and listen to those of others; •Consider others' points of view; •Practice explaining the thinking behind their ideas and opinions.
Friends are special	<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.
Valuing Difference	
Family and friends	<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.'
My community	<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.
Respect and challenge	<ul style="list-style-type: none"> •Reflect on listening skills; •Give examples of respectful language; •Give examples of how to challenge another's viewpoint, respectfully.

Our friends and neighbours	<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.
Let's celebrate our differences	<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).
Zeb	<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	
Safe or unsafe?	<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.
Danger or risk?	<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.
The Risk Robot	<ul style="list-style-type: none"> • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks.
Alcohol and cigarettes: the facts	<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.
Super Searcher	<ul style="list-style-type: none"> • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online.
None of your business!	<ul style="list-style-type: none"> • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.

Raisin Challenge (1)	<ul style="list-style-type: none"> •Demonstrate strategies for assessing risks; •Understand and explain decision-making skills; •Understand where to get help from when making decisions.
Help or harm?	<ul style="list-style-type: none"> •Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
Rights and Responsibilities	
Our helpful volunteers	<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.
Helping each other to stay safe	<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.
Recount task	<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.
Harold's environment project	<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.
Can Harold afford it?	<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 them; •Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) •Explain that people earn their income through their jobs; •Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
Earning money	<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 (skill, experience, training, responsibility etc.)
Being My Best	
Derek cooks dinner!	<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.

Poorly Harold	<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.
For or against?	<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.
I am fantastic!	<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; •Explain why some groups of people are not represented as much on television/in the media.
Getting on with your nerves!	<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.
Body team work	<ul style="list-style-type: none"> •Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); •Describe how food, water and air get into the body and blood.
Top talents	<ul style="list-style-type: none"> •Explain some of the different talents and skills that people have and how skills are developed; •Recognise their own skills and those of other children in the class.
Growing and Changing	
Relationship Tree	<ul style="list-style-type: none"> •Identify different types of relationships; •Recognise who they have positive healthy relationships with.
Body space	<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.
Secret or surprise	<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.
My changing body	<ul style="list-style-type: none"> •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that for girls, periods are a normal part of puberty. <p>We will not be delivering this content to year 3 classes – these objectives are recommended for ages 9 to 11 and we do not feel it is appropriate for our year 3 children at KEJS. If there are any children who are experiencing early onset puberty and would benefit from some of this knowledge now, we will discuss with parents on a case by case basis.</p>

Basic first aid	See link to external resources for further information
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SCARF Lesson Plan title & half-termly unit		SCARF Lesson Plan Learning Outcomes Y4
Me and My Relationships		
An email from Harold!	<ul style="list-style-type: none"> •Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; •Explain how different words can express the intensity of feelings. 	
Ok or not ok? (1)	<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. 	
Ok or not ok? (2)	<ul style="list-style-type: none"> •Recognise that there are times when they might need to say 'no' to a friend; •Describe appropriate assertive strategies for saying 'no' to a friend. 	
Human machines	<ul style="list-style-type: none"> •Demonstrate strategies for working on a collaborative task; •Define successful qualities of teamwork and collaboration. 	
Different feelings	<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. 	
When feelings change	<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. 	
Under pressure	<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. 	
Valuing Difference		
Can you sort it?	<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. 	
Islands	<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. 	
Friend or acquaintance?	<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. 	
What would I do?	<ul style="list-style-type: none"> •List some of the ways that people are different to each other (including differences of race, gender, religion); •Recognise potential consequences of aggressive behaviour; •Suggest strategies for dealing with someone who is behaving aggressively. 	

SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y4
The people we share our world with	<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 respect and demonstrate ways of showing respect to others' differences.
That is such a stereotype!	<ul style="list-style-type: none"> Understand and identify stereotypes, including those promoted in the media.
Keeping Myself Safe	
Danger, risk or hazard?	<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.
Picture Wise	<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.
How dare you!	<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.
Medicines: check the label	<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. hand-washing routines).
Know the norms (formerly Tell Mark II)	<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).
Keeping ourselves safe	<ul style="list-style-type: none"> Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.
Raisin Challenge (2)	<ul style="list-style-type: none"> Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
Rights and Responsibilities	
Who helps us stay healthy and safe?	<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 of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.

SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y4
It's your right	<ul style="list-style-type: none"> •Understand that humans have rights and also responsibilities; •Identify some rights and also responsibilities that come with these.
How do we make a difference?	<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.
In the news!	<ul style="list-style-type: none"> •Define the word influence; •Recognise that reports in the media can influence the way they think about an topic; •Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
Safety in numbers	<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.
Logo quiz	<ul style="list-style-type: none"> •Understand some of the ways that various national and international environmental organisations work to help take care of the environment; •Understand and explain the value of this work.
Harold's expenses	<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.
Why pay taxes?	<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.
Being My Best	
What makes me ME! (formerly Diversity World)	<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.
Making choices	<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.
SCARF Hotel (formerly Diversity World Hotel)	<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).

SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y4
Harold's Seven Rs	<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.
My school community (1)	<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.
Basic first aid	See link to external resources for further information
Growing and Changing	
Moving house	<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.
My feelings are all over the place!	<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.
All change!	<ul style="list-style-type: none"> •Identify parts of the body that males and females have in common and those that are different; •Know the correct terminology for their genitalia; •Understand and explain why puberty happens.
Period positive	<ul style="list-style-type: none"> •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that periods are a normal part of puberty for girls; •Identify some of the ways they can cope better with periods. <p>We will not be delivering this content to year 4 classes – these objectives are recommended for ages 9 to 11 and we do not feel it is appropriate for our year 4 children at KEJS. If there are any children who are experiencing early onset puberty and would benefit from some of this knowledge now, we will discuss with parents on a case by case basis.</p>
Secret or surprise?	<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.
Together	<ul style="list-style-type: none"> •Recognise that marriage includes same sex and opposite sex partners; •Know the legal age for marriage in England or Scotland; •Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y5
Me and My Relationships	
Collaboration Challenge!	<ul style="list-style-type: none"> •Explain what collaboration means; •Give examples of how they have worked collaboratively; •Describe the attributes needed to work collaboratively.
Give and take	<ul style="list-style-type: none"> •Explain what is meant by the terms negotiation and compromise; •Describe strategies for resolving difficult issues or situations.
How good a friend are you?	<ul style="list-style-type: none"> •Demonstrate how to respond to a wide range of feelings in others; •Give examples of some key qualities of friendship; •Reflect on their own friendship qualities.
Relationship cake recipe	<ul style="list-style-type: none"> •Identify what things make a relationship unhealthy; •Identify who they could talk to if they needed help.
Being assertive	<ul style="list-style-type: none"> •Identify characteristics of passive, aggressive and assertive behaviours; •Understand and rehearse assertiveness skills.
Our emotional needs	<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.
Communication	<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.
Valuing Difference	
Qualities of friendship	<ul style="list-style-type: none"> •Define some key qualities of friendship; •Describe ways of making a friendship last; •Explain why friendships sometimes end.
Kind conversations	<ul style="list-style-type: none"> •Rehearse active listening skills: •Demonstrate respectfulness in responding to others; •Respond appropriately to others.
Happy being me	<ul style="list-style-type: none"> •Recognise some of the feelings associated with feeling excluded or 'left out'; •Give examples of ways in which people behave when they discriminate against others who are different from them; •Understand the importance of respecting others, even when they are different from themselves.

SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y5
The land of the Red People	<ul style="list-style-type: none"> •Identify and describe the different groups that make up their school/wider community/other parts of the UK; •Describe the benefits of living in a diverse society; •Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Is it true?	<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, sometimes this is so that people will like them; •Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
It could happen to anyone	<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.
Keeping Myself Safe	
'Thinking' about habits	<ul style="list-style-type: none"> •Explain what a habit is, giving examples; •Describe why and how a habit can be hard to change.
Jay's dilemma	<ul style="list-style-type: none"> •Recognise that there are positive and negative risks; •Explain how to weigh up risk factors when making a decision; •Describe some of the possible outcomes of taking a risk.
Spot bullying	<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.
Ella's diary dilemma	<ul style="list-style-type: none"> •Define what is meant by a dare; •Explain why someone might give a dare; •Suggest ways of standing up to someone who gives a dare.
Decision Dilemmas	<ul style="list-style-type: none"> •Recognise which situations are risky; •Explore and share their views about decision making when faced with a risky situation; •Suggest what someone should do when faced with a risky situation.
Play, Like, Share	<ul style="list-style-type: none"> •Reflect on what information they share offline and online; •Recognise that people aren't always who they say they are online; •Know how to protect personal information online.

SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y5
Drugs: true or false?	<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.
Smoking: what is normal?	<ul style="list-style-type: none"> • Understand the actual norms around smoking and the reasons for common misperceptions of these.
Would you risk it?	<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.
Rights and Responsibilities	
What's the story?	<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 concerning health and wellbeing; • Make recommendations on an issue concerning health and wellbeing.
Fact or opinion?	<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.
Rights, responsibilities and duties	<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.
Mo makes a difference	<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.
Spending wisely	<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.
Lend us a fiver!	<ul style="list-style-type: none"> • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance.
Local councils	<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.

SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y5
Being My Best	
Getting fit	<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.
It all adds up!	<ul style="list-style-type: none"> • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Different skills	<ul style="list-style-type: none"> • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements.
My school community	<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.
Independence and responsibility	<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.
Star qualities	<ul style="list-style-type: none"> • Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have.
Basic first aid	See link to external resources for further information
Growing and Changing	
How are they feeling?	<ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience.
Taking notice of our feelings	<ul style="list-style-type: none"> • Identify people who can be trusted; • Describe strategies for dealing with situations in which they would feel uncomfortable.

SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y5
Dear Hetty	<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.
Changing bodies and feelings	<ul style="list-style-type: none"> •Know the correct words for the external sexual organs; •Discuss some of the myths associated with puberty.
Growing up and changing bodies	<ul style="list-style-type: none"> •Identify some products that they may need during puberty and why; •Know what menstruation is and why it happens.
Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> •Recognise how our body feels when we're relaxed; •List some of the ways our body feels when it is nervous or sad; •Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Dear Ash	<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.
Stop, start stereotypes	<ul style="list-style-type: none"> •Recognise that some people can get bullied because of the way they express their gender; •Give examples of how bullying behaviours can be stopped.
May want to include content from year 3 and 4 lessons that we omitted:	
My changing body (lesson in year 3 planning on SCARF)	<ul style="list-style-type: none"> •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that for girls, periods are a normal part of puberty.
All change! (lesson in year 4 planning on SCARF)	<ul style="list-style-type: none"> •Identify parts of the body that males and females have in common and those that are different; •Know the correct terminology for their genitalia; •Understand and explain why puberty happens.
Period positive (lesson in year 4 planning on SCARF)	<ul style="list-style-type: none"> •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that periods are a normal part of puberty for girls; •Identify some of the ways they can cope better with periods.

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SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y6
Me and My Relationships	
Working together	<ul style="list-style-type: none"> •Demonstrate a collaborative approach to a task; •Describe and implement the skills needed to do this.
Let's negotiate	<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.
Solve the friendship problem	<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.
Assertiveness Skills	<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.
Behave yourself	<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.
Dan's day	<ul style="list-style-type: none"> •Describe the consequences of reacting to others in a positive or negative way; •Suggest ways that people can respond more positively to others.
Don't force me	<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.
Acting Appropriately	<ul style="list-style-type: none"> •Recognise that some types of physical contact can produce strong negative feelings; •Know that some inappropriate touch is also illegal.
It's a puzzle	<ul style="list-style-type: none"> •Identify strategies for keeping personal information safe online; •Describe safe and respectful behaviours when using communication technology.
Valuing Difference	
Ok to be different	<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.

We have more in common than not	<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; • Demonstrate ways of offering support to someone who has been bullied.
Respecting differences	<ul style="list-style-type: none"> • Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
Tolerance and respect for others	<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.
Advertising friendships!	<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).
Boys will be boys? Challenging gender stereotypes	<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	
Thinking before you click!	<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.
Traffic lights	<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology.
To share or not to share?	<ul style="list-style-type: none"> • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online.
Rat Park	<ul style="list-style-type: none"> • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
What sort of drug is..?	<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.

Drugs: it's the law!	<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.
Alcohol: what is normal?	<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.
Joe's story (part 1)	<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)	<ul style="list-style-type: none"> •Understand that with independence comes responsibility •Explain how these emotional needs impact on people's behaviour; •Suggest positive ways that people can get their emotional needs met.
Rights and Responsibilities	
Two sides to every story	<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 also extract the facts from it.
Fakebook Friends	<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.
What's it worth?	<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 interest.
Jobs and taxes	<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; •Evaluate the different public services and compare their value.
Action stations!	<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.

Project Pitch (parts 1 & 2)	<ul style="list-style-type: none"> • That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • Continue to develop the skills to exercise these responsibilities.
Happy shoppers	<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.
Democracy in Britain 1 – Elections	<ul style="list-style-type: none"> • Why and how rules and laws that protect them and others are made and enforced, • Why different rules are needed in different situations and how to take part in making and changing rules. • Begin to understand the way in which democracy in Britain works.
Democracy in Britain 2 – How (most) laws are made	<ul style="list-style-type: none"> • Why and how rules and laws that protect them and others are made and enforced • Why different rules are needed in different situations and how to take part in making and changing rules.
Five Ways to Wellbeing project	<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.
This will be your life!	<ul style="list-style-type: none"> • Identify aspirational goals; • Describe the actions needed to set and achieve these.
Our recommendations	<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.
What's the risk? (1)	<ul style="list-style-type: none"> • Identify risk factors in a given situation (involving alcohol); • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
What's the risk? (2)	<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; • Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
Basic first aid	See link to external resources for further information
Growing and Changing	

Helpful or unhelpful? Managing change	<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.
I look great!	<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.
Media manipulation	<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.
Pressure online	<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.
Is this normal?	<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; •Understand what FGM is and that it is an illegal practice in this country; •Know where someone could get support if they were concerned about their own or another person's safety.
Dear Ash	<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.
Making babies Parents have the right to withdraw from aspects of this lesson	<ul style="list-style-type: none"> •Identify the changes that happen through puberty to allow sexual reproduction to occur; •Know a variety of ways in which the sperm can fertilise the egg to create a baby; •Know the legal age of consent and what it means.
What is HIV?	<ul style="list-style-type: none"> •Explain how HIV affects the body's immune system; •Understand that HIV is difficult to transmit; •Know how a person can protect themselves from HIV
May want to include content from year 3 and 4 lessons that we omitted:	
My changing body (lesson in year 3 planning on SCARF)	<ul style="list-style-type: none"> •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that for girls, periods are a normal part of puberty.

All change! (lesson in year 4 planning on SCARF)	<ul style="list-style-type: none">•Identify parts of the body that males and females have in common and those that are different;•Know the correct terminology for their genitalia;•Understand and explain why puberty happens.
Period positive (lesson in year 4 planning on SCARF)	<ul style="list-style-type: none">•Recognise that babies come from the joining of an egg and sperm;•Explain what happens when an egg doesn't meet a sperm;•Understand that periods are a normal part of puberty for girls;•Identify some of the ways they can cope better with periods.