Walk On Water



Relationships, Sex & Health Education at St Paul's

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coram Life Education

SCARF

With God ALL THINGS ARE possible MATTHEW 19:26

- Coram Life Education is the leading UK provider of relationships, health, wellbeing, and drugs education. We use their online resource, SCARF to teach our PSHE lessons, which provides a curriculum and a whole-school framework for building the essential life skills to support physical and emotional wellbeing – crucial for children to achieve their best, academically and socially.

- It meets all DfE requirements for statutory Relationships, Sex and Health Education (RSHE) and gives our teachers the skills and tools to teach a comprehensive RSHE, PSHE and Wellbeing programme from Reception to Year 6.

- Children have discussions and watch short films about healthy eating, legal and illegal drugs and their effects, the body and how it works, and friendships and their influence. They begin to understand the impact of their choices and behaviours on every aspect of their health and wellbeing – and learn the skills and information needed to make positive, informed healthy choices.

PSHE Curriculum

It is a spiral curriculum. For each year group, there are six themed units taught at the same time and built upon each year:

Me and My Relationships

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

Valuing Difference

Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying, both online and in real life, respect the rights of others, and know their responsibilities as a bystander.

Keeping Myself Safe

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

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Rights and Responsibilities

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older, alongside the need to respect the rights of others and to respect their environment.

Being My Best

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

Growing and Changing

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

Relationships & Sex Education

- Relationships Education in primary schools teaches the fundamental building blocks and characteristics of positive, healthy relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

- Meeting DfE guidelines, we teach relationships as well as the emotional, social and physical aspects of growing up, human sexuality and aspects of Sex Education in an **age- and developmentally appropriate way,** the majority of which is covered in Health Education and National Curriculum Science. Therefore we often refer to this subject as RSE: Relationships and Sex Education.

- Our RSE teaching reflects what is in our RSE policy which you will find on the website.

Why is RSE so important?

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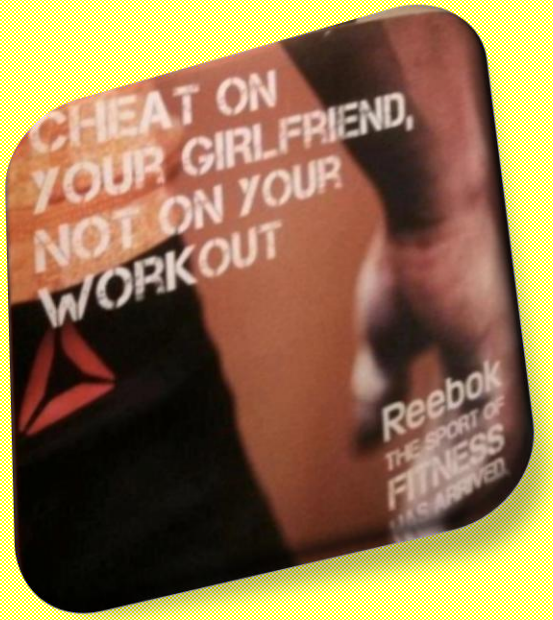
Children see and hear things through…

The internet
Television
Social media
Other media
Friends
Family
School

















We are educating children and young people to live in the real world, with all its contradictions.

- When it comes to sex, children's heads are probably not empty – but they may be full of myths and half-truths.
- We mustn't let our adult knowledge of relationships and sex prevent us seeing things from a child's perspective.
- Our focus should be on **building healthy attitudes and positive relationships**, not just fighting off perceived threats.

Alleviating your worries

We **DO NOT** teach about:

- Details of the act of having sex
- Sexual positions
- Promoting LGBTQ+
- FGM **in detail** – unless the demographic of the school changes
- HIV (optional lesson which we have chosen not to cover)

- When teaching about LGBTQ+ the focus is on stereotypes, respect, how people are treated, homophobia, how they are portrayed in the media all of which we link to our values – faith, hope, love through kindness, respect, belonging (not excluding others)

- The only 'sex education' lesson is the year 6 Making Babies lesson. Here we teach that the legal age to have sex is 16.

Relationships Education

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Statutory Relationships Education focuses on:

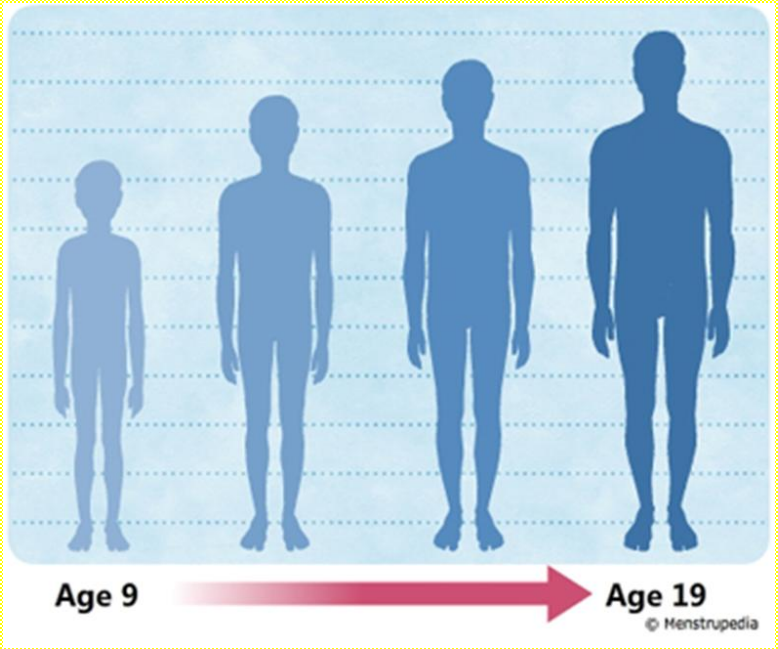
- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe



What should children know about relationships and why?

1. What a positive, healthy, caring, safe relationship looks and feels like.
2. How to speak up and get help when a relationship does NOT feel healthy/positive/safe.
3. How to make and maintain positive relationships.

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Relationships and Sex Education can also be found in the following statutory Health Education units:

- Mental Wellbeing – puberty, changes, safeguarding
- Internet Safety and harms – online relationships
- Health and prevention – bacteria and infections
- Changing adolescent body – puberty and menstruation

Sex Education is not really about sex!



'Sex Education' at primary school only includes:

1. **Puberty**
2. **Human reproduction (inc. conception, contraception and birth) and not all of this is covered in all year groups.**

- All of these themes, with the exception of **conception and contraception**, are included within either statutory Health Education or National Curriculum Science.

- The themes ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – know how a baby is conceived and born (meeting statutory RSHE guidance).

- 'How a baby is conceived' refers to what happens during sexual intercourse before an egg and sperm meet. We therefore include sexual intercourse and IVF in the Year 6 Making Babies lesson. **This is the only lesson that is not included in statutory Health Education or National Curriculum Science.**

- This will also support the pupils' ongoing emotional and physical development effectively, particularly before their transition to secondary school to, as stated by the DfE.

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What are the statutory expectations for Science related to Sex Education?



- In year 1, children learn to identify, name, draw and label the basic parts of the human body.
- In year 2, children learn that animals, including humans, have offspring that grow into adults. They will be introduced to the concepts of reproduction and growth, but not how reproduction occurs.
- In year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

Sex Education

Our RSE policy states that:

Relationships Education and Health Education is statutory 'parents have the right to withdraw their children from those aspects of Sex Education **that is not included in the statutory Science Curriculum**. However, this rarely happens. By working in partnership with parents they recognise the importance of this aspect of their child's education. If a parent/carer wishes to withdraw their child, they need to discuss this with the Headteacher, so that she can be made aware of the reasons for withdrawal and provide alternative arrangements/support.'

NB - The Year 6 Making Babies lesson is the only lesson that is not included in statutory Health Education or National Curriculum Science and is therefore the only lesson that children can be withdrawn from.

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- Research shows that not delivering this vital education put our children at greater risk of poor mental health. It is important to learn about puberty before they experience it, in line with current government guidance.

- We also know that RSE has a protective factor when it comes to safeguarding children. Learning the scientific names for parts of their body across all years enables children to express themselves clearly when talking about these body parts. RSE helps children know the difference between appropriate and inappropriate touch, and having the skills and confidence to find and talk to a trusted adult to report any abuse.

- There is sometimes concern that RSE in school might promote sexual experimentation or cause confusion about an individual's sexuality. Research consistently shows that men and women who reported that *lessons at school were their main source of information about sex* were more likely to have started having sex at a ***later age*** than those for whom parents or other sources were their main source. It helps to make good choices about sex.

RSE content

- The next slides show the key RSE themes that are taught in each class.

- A letter is sent out just before the 'Growing and Changing' unit which is taught in the second half of the summer term as this is the unit focusing on puberty and sex education. It is sent out so that parents are aware and ready for any questions that may arise from the unit.

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Reception Class content

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Life stages in plants, animals and humans

Where do babies come from?

Getting bigger

Me and my body

Looking after my special people

Looking after my friends

Keeping safe online

Sample Learning Activities

- Role play how you can help your special people at home
- Read a book together about getting bigger
- Using the pairs cards, match up the baby animal with its adult equivalent
- Draw pictures of a friend. At the bottom of the picture write how they look after that friend or how their friend looks after them.
- Write some safety rules about being online.

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Year 1 content

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Extending learning from Reception.

New content includes:

Our special people

Caring behaviour

Respecting others

Safe touch

Unsafe secrets

Friendship

Communication

Bullying (inc. online)

Boundaries

Privacy including naming the genitals

Feelings

Sample Learning Outcomes

- Recognise and name some of the qualities that make a person special to them
- Identify simple qualities of friendship
- Identify things they could do as a baby, a toddler and can do now
- Explain the difference between appropriate and inappropriate touch
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep
- Identify parts of the body that are private

Year 2 content

Extending learning in year 1.

New content to include:

How my behaviour (positive or negative) affects others

Becoming more independent

Keeping themselves and others safe

Growing from young to old and how people's needs change

Sample Learning Outcomes

- Identify some of the ways that good friends care for each other, both online and in real life
- Know and use words and phrases that show respect for other people
- Explain where someone could get help if they were being upset by someone else's behaviour
- 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
- Identify the types of touch they like and do not like
- Explain that our genitals help us make babies when we are older

Year 3 content

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Extending learning in year 2.

New content to include:

Change including bereavement

Images in the media

Protecting personal information online

Different types of relationships

Healthy and unhealthy relationships (friendships), both online and in real life

Discrimination and its consequences

Understanding risk

Making informed choices

Resisting pressure

Menstruation



Sample Learning Outcomes

- Explain some of the feelings someone might have when they lose something important to them
- Recognise and describe appropriate behaviour online as well as offline
- Identify when it is appropriate or inappropriate to allow someone into their body space
- Recognise who they have positive healthy relationships with
- Recognise that repeated name calling is a form of bullying
- Understand that for girls, periods are a normal part of puberty

Year 4 content

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Extending learning in year 3

New content to include:

Body changes in puberty

Conflicting emotions

Good and not so good feelings

Marriage, Civil Partnership and other relationships

Consequences of our actions

Recognise and challenge stereotypes

Pressures to behave in an unacceptable, unhealthy or risky way

Sample Learning Outcomes

- Understand and explain why puberty happens
- Suggest reasons why young people sometimes fall out with their parents
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony
- Define what is meant by 'being responsible'
- Understand and identify stereotypes, including those promoted in the media
- Understand that we can be influenced both positively and negatively

Year 5 content

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Extending learning in year 4.

New content to include:

Body changes and feelings during puberty

Changing feelings and the effect on those we live with

Unhealthy relationships

Risky behaviour

Healthy behaviour online

Types of bullying including homophobic

Keeping personal information private online

Sample Learning Outcomes

- Identify some products that they may need during puberty and why
- Recognise some of the feelings associated with feeling excluded or 'left out'
- Identify what things make a relationship unhealthy
- Explore and share their views about decision making when faced with a risky situation
- Recognise that people aren't always who they say they are online
- Recognise that some people can get bullied because of the way they express their gender
- Know how to protect personal information online

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Year 6 content

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Extending learning in year 5.

New content to include:

Body image

Sharing images online

Forced marriage

Conception, reproduction & birth

Sample Learning Outcomes

- Recognise that photos can be changed to match society's view of perfect
- Explore the risks of sharing photos and films of themselves or others online, and without consent
- Describe ways in which people show their commitment to each other
- Know a variety of ways in which the sperm can fertilise the egg to create a baby

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Asking Questions

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In all year groups, the children will have the opportunity to ask questions in the lesson and we also encourage them to come and ask a question at a different time if they are not comfortable asking in front of the class.

At no point will a child be taught something that is not age appropriate. If a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of it's mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The teacher will speak to the parent in order for them to decide whether they wish to continue the discussion. The question will not be answered to the child or class if it is outside the remit of that year group's programme.



Relationships Education

LGBTQ+

When discussing similarity and difference in lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings.

Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with disability or special needs. They will also be aware that some people are LGBTQ.

At St Paul's we teach about sexual orientation, gender identity and different kinds of relationships, including same-sex relationships (at an age-appropriate level) because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain. It is important to understand that any reference to adult relationships, whether LGBTQ or heterosexual people is NOT describing sexual activity as this would be inappropriate. Lessons focus on respect and regard between people e.g. friendships and families. Children also learn about discrimination and prejudice including racism, sexism, and ageism.

Relationships Education

Teaching about LGBTQ+

Reception - differences between boys and girls
- different families through stories, and pictures will include same-sex families.
- Same-sex families will be shown but not a focus, unless children come from same-sex families.

Year 1 and 2 - different kinds of families, our special people
- general similarities and differences between each other

Year 3 - our special people
- general ways people can be similar and different from each other
- different families (inc. adopted, fostered, same-sex)
- people who are not included in tv programmes
- prejudices and homophobic bullying

Relationships Education

Teaching about LGBTQ+

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Year 4 - marriage/civil partnership and who can marry

- introduction of the words **gay and lesbian** in the context of how to treat people - It is not ok to make someone feel bad or different

Year 5 - prejudice and challenging stereotypes around biological sex, gender identity, gender expression, sexual orientation

- the terminology of each are introduced as they are protected characteristics BUT the focus of the lessons is on treating ALL people with respect, homophobia, and talking about them in relation to our school values of faith, hope, love through kindness, respect, belonging (not excluding others)

Year 6 – as for year 5 plus diversity, making babies in different families, marriage/civil partnerships inc. same-sex, forced marriage, gender stereotypes and the media

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How our RSE supports C of E principles



Although non- denominational in character, the values embedded within our PSHE curriculum fully embrace and support those shared by Church of England schools. The morals, ethical discernment and care for each other and the world that children learn throughout our PSHE lessons can align with Church of England Christian values.

As a Church of England school, we are committed to uphold and promote Christian values and principles, as well as Biblical teaching throughout our PHSE curriculum. However, we recognise that there is diversity of belief amongst Christians in relation to this subject.

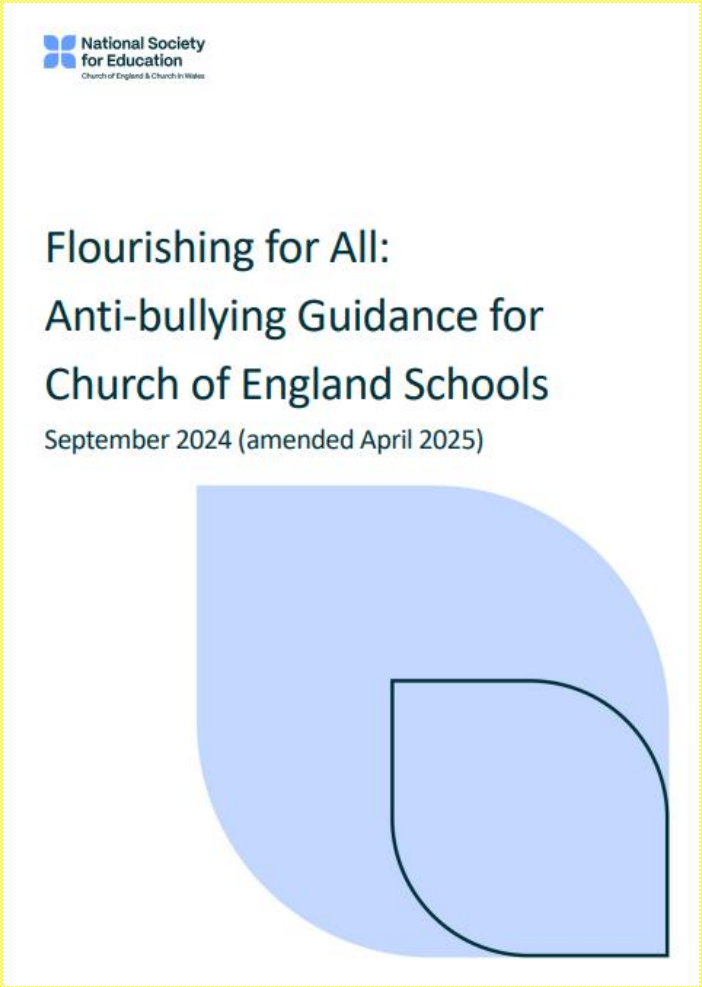
Nevertheless, along with other Church of England schools, through the PSHE curriculum, we wish to ensure that children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. Whilst the school commits to work in partnership with parents and carers we must also recognise that the law specifies the curriculum.

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How our RSE supports C of E principles

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TO BELONG - To promote a sense of community where every individual feels happy, safe, respected and valued.



"Every child deserves to learn in an environment where they are loved, supported, and respected."

Bishop Jonathan Frost

"All children deserve to love their childhood, finding space for play, exploration, imagination and creativity. They should be surrounded by loving relationships, structures and systems which release and enable life in all its fullness."

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Your role as parents

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- Parents (and carers) are the **prime educators** for children on …these matters. Schools complement and reinforce this role…building on what pupils learn at home… (DfE RSHE Guidance).

- Research has shown that children want to talk about growing up with their parents and carers as well as in school.

- Check out the SCARF parents page for useful resources to support you:

https://www.coramlifeeducation.org.uk/rse-for-Y6-and-P7



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Useful resources to support you in supporting your children and continue these important conversations at home...

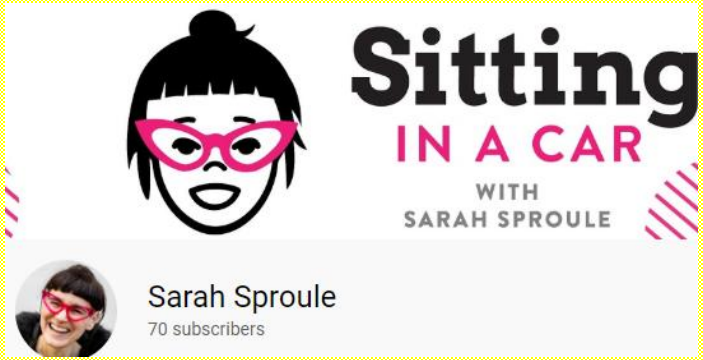
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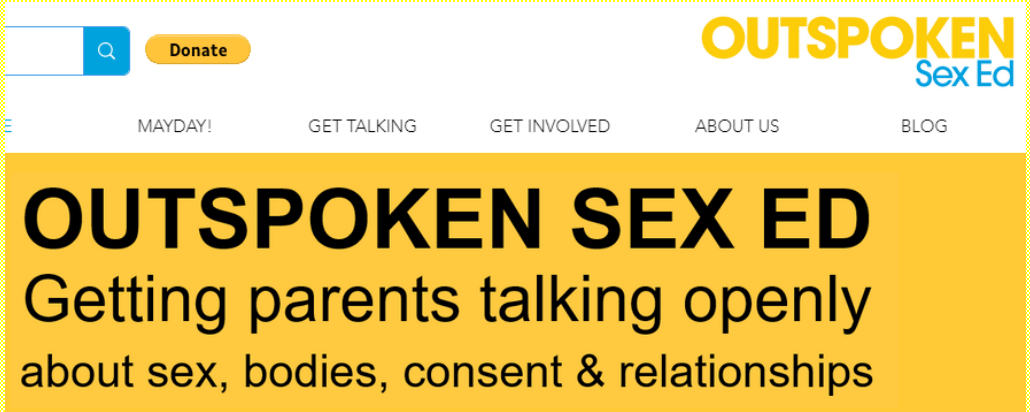
BBC Teach Operation Ouch



Amaze Junior



Sarah Sproule



Outspoken Sex Ed

Your role as parents

- Think about what it was like when you were growing up
- Think about using everyday situations, things on TV/radio to talk to them about relationships and growing and changing
- Talk about things in small chunks rather than doing 'the talk' in one go
- Give your child confidence



- Help them understand what is appropriate adult behaviour towards them
- Have a phrase up your sleeve for inappropriate moments!
- Use websites and resources provided to help answer questions
- By showing your child that you are comfortable with them asking you questions now, you are helping to develop a relationship with them where they can seek your advice and support in their adolescent years



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More information

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- Look at FAQs for other questions on the SCARF website
- Look on the PSHE subject page for our St Paul's PSHE Curriculum overview and RSE policy
- Email the PSHE leader if you have any questions or would like to see any of the resources used in lessons



