

RSE guidance : Keeping Children Safe



- What was your experience of Relationships education at school?
- Are you aware of the statutory requirements for teaching Relationships Education?
- What are your preconceptions to Relationships Education in 2024?
- What do you already know about what we teach in P.S.H.E and Relationships Education?

DfE statutory requirements

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

DfE statutory requirements

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

What is SCARF?



- SCARF 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.
- Meeting all DfE requirements for statutory Relationships, Sex and Health Education (RSHE), SCARF is a complete curriculum consisting of over 350 lesson plans and related assessment that gives teachers the skills and tools to teach a comprehensive RSHE, PSHE and Wellbeing programme throughout the primary years.

What will my child learn in PSHE lessons?

For each year group, there are six suggested themed units which provide a complete PSHE and wellbeing curriculum.

They are:

➤ **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 and know their responsibilities as a bystander. Younger children will also be thinking about how listening skills can help us and older children we'll be thinking about the importance of being kind and safe online.

➤ **Keeping Myself Safe**

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

What will my child learn in SCARF lessons?

What will my child learn in PSHE lessons?

For each year group, there are six suggested themed units which provide a complete PSHE and wellbeing curriculum.

They are:

➤ **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.

➤ **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 as 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.

What evidence is there that says we should be teaching our children RSE?

- In SEF's 2021 poll, young people said they would like to have more open conversations with parents and carers from a younger age
- There is strong evidence for the effectiveness of child sexual abuse prevention efforts, including teaching young children about body autonomy and communication
- Children who are taught lessons aimed at preventing sexual abuse at school are more likely to tell an adult if they have had, or were actually experiencing sexual abuse
- Where school-based programmes increased reporting of domestic violence, one of the most common benefits was an increase in children knowing how to identify a trusted person to whom they would report abuse
- Positive effects of RSE include increased communication with parents and carers about sex and relationships
- An LGBT+ inclusive curriculum was associated with higher reports of safety for individuals and lower levels of bullying in school; reports of adverse mental health among all young people, irrespective of gender or sexual orientation, were also lower
- RSE contributes to changes beyond health outcomes, including increasing gender equality, and building stronger and healthier relationships
- RSE works best if it is delivered in primary school onwards, starting with topics such as personal safety, bodily boundaries and friendships, and responds to the needs of young people as they mature
- Both primary and secondary school pupils, particularly girls, said they need RSE to start earlier
- 25% of girls did not know what to do when they started their period

Relationships & Sex Education

- Relationships, how we grow and how our bodies change.
- What do you think was said?



Ask it Basket

Why do we have different voices when we grow up?
Will our hair change?
Why do some grown ups have grey hair?
Do you have to go to work?
Why do kids go to school?
Can you tell secrets?
Do you have to grow old?

- Year R Pupils

How do our bodies keep us alive?
How do you sleep?
How do you grow up?
What's inside the body?
How do we breathe?
Why when you grow up, do your feet grow bigger?
How do you know when to have a shower?
How do people get younger to older?
Why do mums and dads need to kiss when they get married?
When you are old what happens if you don't like them?

- Year 1 Pupils

How do you get taller?
How does relationships work and why?
How does hair grow on your head and how do people not have hair?
I'm scared about growing up.
How do our bodies grow?
Why do we have private parts?
What do our nerves do?
When do your back teeth fall out?
How do relationships start?

- Year 2 Pupils



Ask it Basket

How are our bodies going to change when we are older?
Will it be gross?
Why do men get hairier when they grow?
Will my face change?
How does a girl's body change?
How long does it take to change?
What is puberty because I keep hearing about it and I think it is something to do with aging?
How old will I be when it happens?
What will happen when I get pregnant?
Are we going to learn about bottoms of other genders?

- Year 3 Pupils

What age do you get your period?
Why are we alive?
I am scared about periods
How are babies made?
Why do when loved ones die, do people get angry and don't know what they are feeling?
Do we lose our relationship with our parents when we are older?
Why do we have different genders?
What is puberty?

- Year 4 Pupils



How do you make money?
How do you start a family?
Will boys understand what is happening to girls in puberty? Can you do more lessons on it?
Why do girls have the baby and be pregnant and men don't?
What can I do to help me with pain from periods?
How long do you have your period for when you get it?
How old were you when you met your husband? (So I know the average age)
I'm thinking I'm going through puberty faster than my sister is that normal?
How can you be happy?

- Year 5 Pupils

Ask it Basket

When I change will I get acne like pimples?

Why does our body change during puberty?

Is masturbation bad for you?

Are penis pains natural?

Can girls get pregnant even with a condom?

When do we get hair on our balls?

Why do girls get so angry, upset and tired?

Will teachers let you go to the toilet when you are on your period in secondary school?

What age do boys start having wet dreams?

Is being gay and liking own gender wrong?

How do you make yourself happier after a break up?

When does puberty end?

Why do your emotions become uncontrollable when you go through puberty?

How does sex make girls pregnant?

Why do we grow hair in places down there? (female and male parts)

How do you not get grumpy when you're older?

- Year 6 Pupils



Reception Class content

- Seasons and change
- 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

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
- Invite a midwife in to talk about her job
- 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.

Year 1 content

Extending learning from Reception

New content includes:

- Our special people
- Caring behaviour
- Respecting others
- Safe touch
- Unsafe secrets
- Friendship
- Communication
- Bullying
- 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
- 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

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),
- 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

Extending learning in Year 3

New content to include:

- Body changes in puberty
- Conflicting emotions
- Good and not so good feelings
- Marriage 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



Different types of sanitary products



Menstruation Cup



Sanitary Pad (with wings)



Sanitary Pads



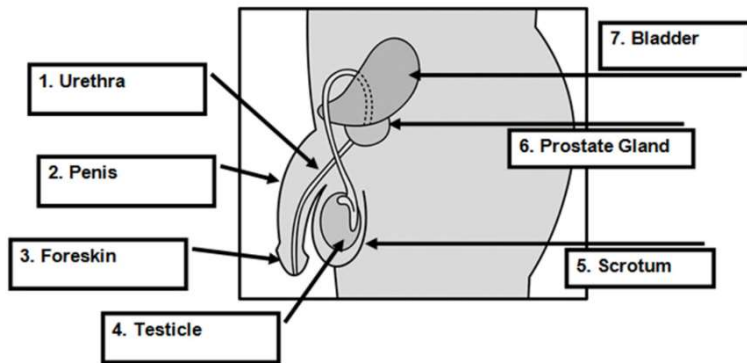
Tampon with applicator



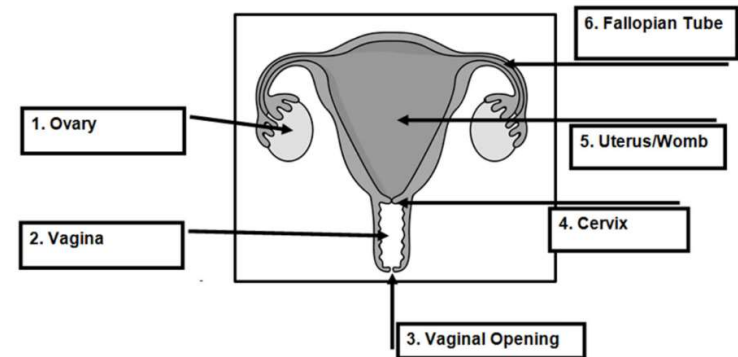
Tampon without applicator



Labelling internal male reproductive organs



Labelling internal female reproductive organs



Year 5 content

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
- Using social media safely
- 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

Labelling female external body parts

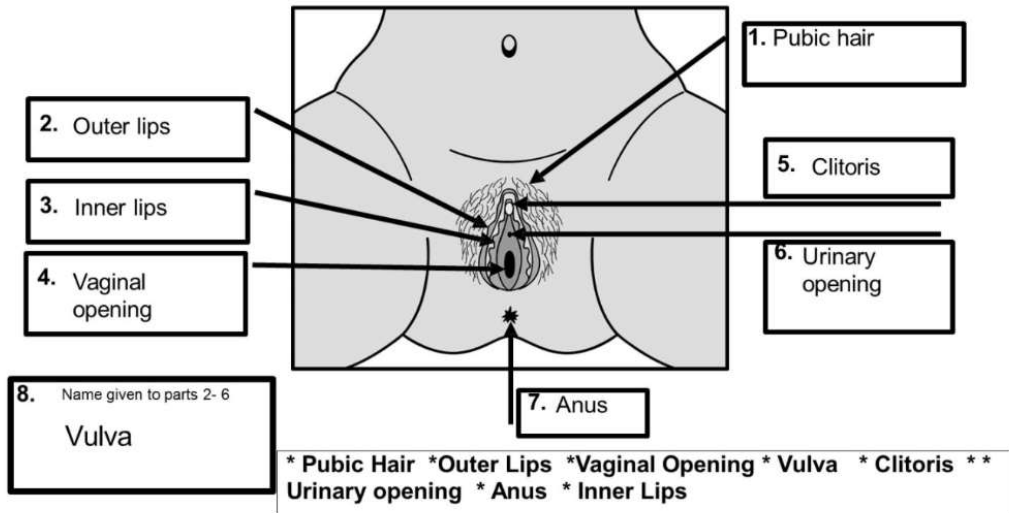


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Labelling male external body parts

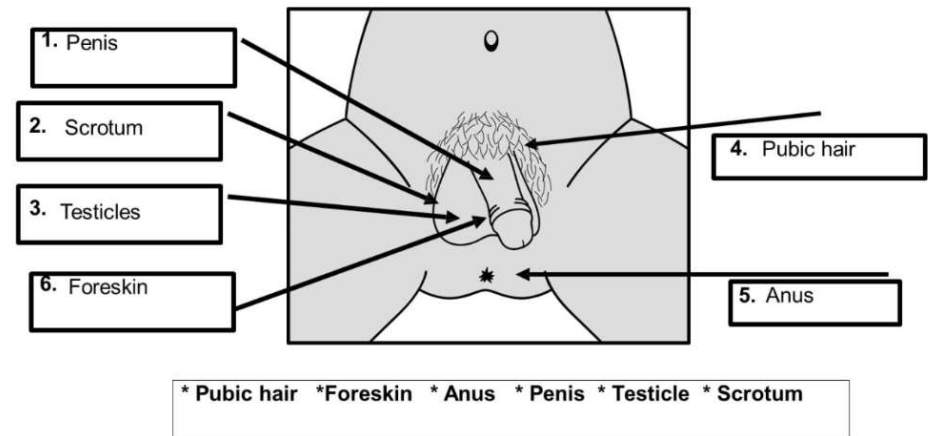


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Year 6 content

Extending learning in Year 5

New content to include:

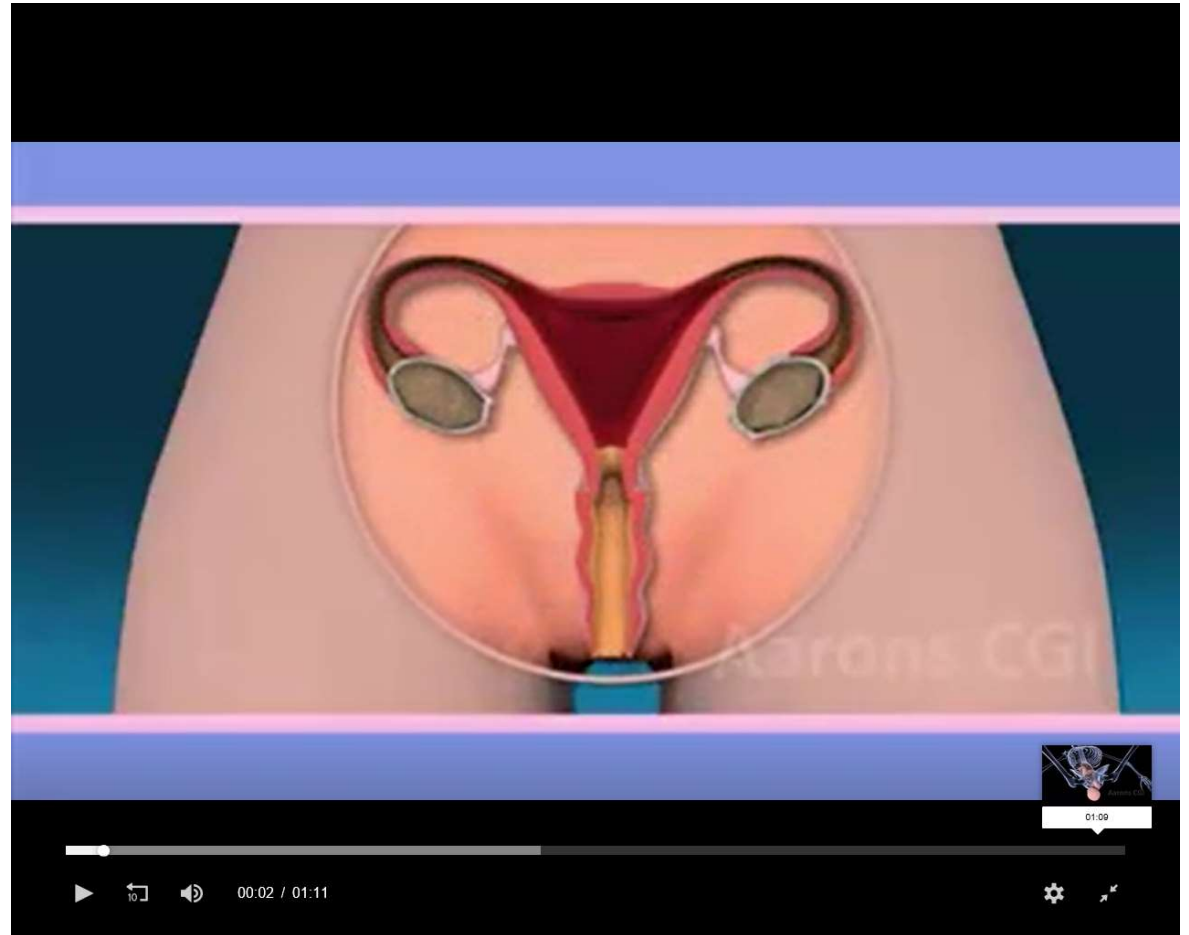
- Body image
- Sharing images online
- Forced marriage
- Conception, reproduction & birth
- HIV

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 with other people directly or online
- 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
- Explain how HIV affects the body's immune system

Year 6 content

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films>





Our role as parents

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)



Use the resources overleaf to support you in supporting your child/ren and continue these important conversations at home.





Further Guidance:

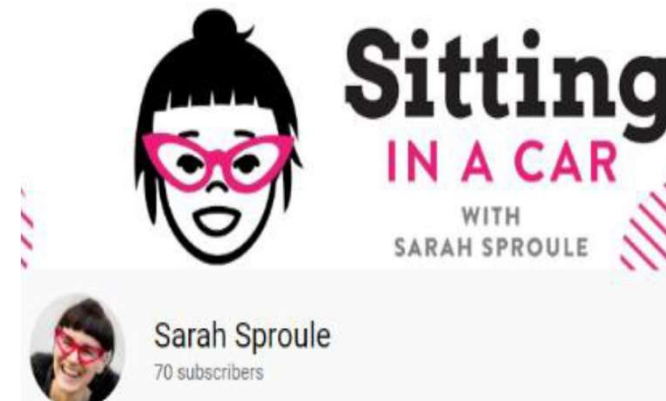
<https://www.coramlifeeducation.org.uk/RSE-for-Y6-and-P7>



Amaze Junior - <https://amaze.org/jr/>



<https://www.outspokeneducation.com/>



<https://www.youtube.com/channel/UC2WU7DnczQPPAEzq47jDwFA>