



# ANTON JUNIOR SCHOOL

## RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

2024 - 2025

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### INTRODUCTION

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education. It was produced by the Head teacher with support from the Senior Leadership Team.

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

We at Anton Junior school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

We have based our school's relationships and sex education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy".

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 including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals.

Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

***"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...."***

***"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should 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 - how a baby is conceived and born”***

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our definition of Relationships Education includes all of those elements defined within this statutory topic – these are detailed below in the ‘RSE Curriculum’ section.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

### **RATIONALE AND ETHOS**

At Anton Junior School, RSE is underpinned by our vision and values, particularly that of ‘Kindness and Respect’ Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

Through our PSHE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

### **ROLES AND RESPONSIBILITIES**

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE programme is led by the PSHE Leader with the support of the Senior Leadership Team.

PSHE lessons are taught by class teachers, supported by expert visitors as appropriate and necessary.

Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings, led by the PSHE Leader with the support of external experts as required.

As a school we are aware that the primary responsibility for providing children’s RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

### **THE RSE CURRICULUM**

Effective Relationships & Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

### **STATUTORY RELATIONSHIPS EDUCATION**

As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

**A summary of the key objectives of the statutory Relationships Education curriculum is set out below.**

***Families and people who care for me***

### ***Children should know:***

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### ***Caring friendships***

#### ***Pupils should know:***

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### ***Respectful relationships***

#### ***Pupils should know:***

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### ***Online relationships***

#### ***Pupils should know:***

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### ***Being safe***

#### ***Pupils should know:***

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

### **NON-STATUTORY SEX EDUCATION**

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2020 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born.

Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

#### ***Children are taught:***

- Physical changes as pupils grow up (including personal hygiene)
- Role-play scenarios focussing on changing relationships as well as e-safety
- Puberty (including menstruation)
- Managing feelings and emotions
- Sexual relationships (How babies are made) focussing on conception and pregnancy
- Pregnancy & having a baby
- Q&A Session

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to "catch up" if they were not present for the previous year's lessons.

We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older.

Please see the relevant section within this policy for further information on how teachers manage difficult questions in RSE.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non statutory sex education lessons – please see the relevant section within this policy in regard to this process.

### **DELIVERY**

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular timetabled PSHE education programme. RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the school nurse. All visitors will be familiar with and understand the school's RSE policy and be expected to work within it.

To ensure we are delivering a progressive and relevant learning journey, we will be using a robust online PSHE scheme developed by teachers and mapped to include the DfE statutory requirements for RSE.

### **'SCARF: Safety, Caring, Achievement, Resilience, Friendship'**

Please find information and FAQ in relation to this resource in **Appendix B**

An overview of our year group objectives, content and outcomes can be found in **Appendix C and Appendix D**.

## **TEACHING AND LEARNING STRATEGIES**

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, at the beginning of each session, a set of expectations will be agreed by the class based on school-wide values.

As a minimum, expectations are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further expectations as appropriate to the topic of each lesson.

Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
- Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
- It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know..." rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the expectations for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person.

All staff teaching RSE will be supported and advised by the PSHE lead and senior leadership team on these matters as required.

## **MANAGING DIFFICULT QUESTIONS**

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and
- mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

## **RECORDING AND ASSESSMENT**

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment.

Elements of RSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

## **RESOURCES**

The use of resources will be in consultation with the PSHE Leader and resources will be selected to ensure they are consistent with the school's ethos and values, support our aims and objectives, and meet the needs of our pupils.

## **SAFEGUARDING**

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the Headteacher and Designated Safeguarding Lead within the school. The Headteacher will then deal with the matter in line with the Safeguarding Policy.

We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSE and Health Education. Such visits should be arranged through the PSHE Lead and with the approval of senior leaders. These sessions are in addition to, and intended to compliment, our existing RSE provision. Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

## **EQUALITIES AND DIVERSITY**

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy.

All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

### **THE ROLE OF PARENTS/PARENTAL RIGHT OF WITHDRAWAL**

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice;
- Provide opportunities to view videos, lesson plans and resources used in the RSE programme;
- Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We will inform parents of the right to withdraw by letter in the first part of Summer Term in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSHE Lead or the Headteacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

### **MONITORING AND REVIEW**

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Leader will gather staff views through regular staff feedback. Pupil Voice monitoring will also be used to inform reviews and updates to planning, resources and activities.

The relevant committee of the governing body will monitor our RSE policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The committee gives consideration to any feedback from parents about the RSE programme and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the RSE programme that we teach in our school.

## LOCATION AND DISSEMINATION

Copies of this policy are held by the Headteacher and PSHE Leader.

Further copies are available on the school website and from the school office on request from parents.

## STAFF SUPPORT AND TRAINING

Anton Junior School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The PSHE Leader will access courses or INSET opportunities to assist staff involved in the delivery of RSE in accordance with the School Improvement Plan.

## Appendix A

This is a section of the [statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for

young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

## Appendix B



### Who are we?

Coram Life Education is the leading UK provider of relationships, health, wellbeing, and drugs education.

Trained Educators use evidence-based, interactive, engaging methods and resources to provide memorable learning experiences for 1 in 10 children in England and Scotland.

### What children experience

Children's experience of Coram Life Education's sessions is fun, engaging and memorable. Children meet Harold, our giraffe puppet mascot ('Healthy Harold'). They 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 health choices.

### SCARF

Alongside our mobile classroom, Life Space or in-classroom visits, our online resource, SCARF provide 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 SCARF 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.

#### **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.

#### **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.

## Relationships and Sex Education

Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. At Coram Life Education we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding. Although we refer to our resources as our Relationship Education programme, they also include elements of Health Education as well as non-statutory sex education. Therefore, we often refer to this as RSE: Relationships and Sex Education.

Our Relationships and Sex Education resources help children and young people to be safe, healthy and happy, both as they grow, and in their future lives. These lessons help to meet safeguarding, and emotional wellbeing requirements, as well as ensuring that schools cover the requirements of the DfE RSHE guidance.

Our PSHE subject lead, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

### A comprehensive set of age-appropriate lesson plans within SCARF online

SCARF RSE-specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

**7-8 year-olds:** introduces themes about change, including menstruation and bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

**8-9 year-olds:** builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and human reproduction; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

**9-10 year-olds:** builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

**10-11 year-olds:** builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage; female genital mutilation (FGM); sexual intercourse; HIV; and managing pressure online.

## Common questions asked about RSE

### Is Relationships and Sex Education (RSE) compulsory?

It's compulsory for primary schools to teach Relationships Education and Health Education.

The Department for Education (DfE) also strongly encourage schools to teach Sex Education. Schools must consult parents in developing and reviewing their RSE policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

Schools should also ensure that, when they consult with parents, they provide examples of the resources that they plan to use. This can provide reassurance for parents and helps to continue the conversations started in class at home.

Where a primary school chooses to teach aspects of sex education (which go beyond the statutory National Curriculum for Science requirements), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach non-statutory sex education must allow parents a right to withdraw their children.

### Does SCARF cover non-statutory Sex Education?

There is very little in the SCARF programme that is non-statutory. We interpret sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory and included in either Health Education or National Curriculum Science.

The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse as well as IVF in our Year 6 Making Babies lesson. For further information see our FAQ's on our [website](#).

We've also been asked whether teaching about HIV at Primary level is statutory. HIV is included in the SCARF programme as it helps schools to meet their statutory requirements under Health Education (in the Health and Prevention category) for all children by the end of year 6 to know:

- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.

SCARF is a spiral curriculum and so previous lessons would have covered hygiene, bacteria and the importance of hand washing, this naturally leads on to discussions about different viruses, of which HIV is important to understand.

The purpose of this particular SCARF lesson is to raise awareness and reduce stigma and misconceptions surrounding HIV. This follows the guidance of the Sex Education Forum, of which we are members.

Although talking about viruses is statutory, talking about HIV, specifically at primary level, is not. Your school will have made a decision as to whether there is any reason not to teach it at Year 6.

Schools are best-placed to assess their pupils' needs and SCARF is flexible, so teachers can adapt content to meet these needs. They will consider whether the children have already mentioned it, whether they referring to HIV either appropriately or inappropriately, and whether they have a good understanding of how it can and can't be passed on. An understanding of these issues will help them explain the reasons for including this SCARF lesson – or not – in order to meet pupils' needs.

The statutory guidance aims to provide a balance between what *must* be taught by the end of Year 6, alongside decisions about how and when the school delivers the content. Parent consultation helps each school to strike a balance that's appropriate to the needs of its children.

### **What can I do to support my child's learning at home?**

The statutory guidance is clear in recognising that a parent/carer is a child's primary educator in these matters. There are a many things you can do to support your child's understanding and encourage them to ask questions. Here are some

1. If you feel it is time to talk to your child about growing up and the changes they are likely to experience it's best to offer it in small chunks, rather than do it in one go, often known as 'The Talk'. This gives children time to digest the new information and ask you further questions as they develop more understanding.
2. If your child asks you questions try to stay calm, and not worry if you don't know the answer. There are plenty of websites that you can use together to help you find the answers to their questions in a factual, honest, age appropriate way (see details below for resources on our website).
3. Use everyday opportunities to bring up the topic; things you see on TV or hear on the radio can be great conversation starters to talk about topics such as relationships, sex and body image. Reading books with your child is also a great way of introducing topics and helping children to understand themselves, their bodies and the world around them.
4. If you do have family names for genitals, ensure your child also knows their scientific names too. Nobody likes to think their child is at risk of abuse, but knowing the correct words for their genitals will help them report abuse if it did ever happen.
5. 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.
6. Visit the specially created Coram Life Education SCARF [webpage](#) for more information including a list of books and websites that will support both you and your child along with some activities you to support their learning.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

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. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

### **How is our PSHE education monitored, evaluated and assessed?**

We use three methods of monitoring and assessing learning within PSHE at Anton Junior School:

#### **SCARF Progress**

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key

points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

### SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

### **How is the delivery of the content made accessible to all pupils?**

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 5% of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

## Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher 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). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents 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 through termly letters home. 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 its own families values in regards to relationships and sex alongside the information they receive at school.

## How SCARF supports teaching and learning about protected characteristics

The UK government recognises how important it is that *"All children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. When we inspect schools, we assess how well they equip children to do this."* (Ofsted guidance: Inspecting teaching of the protected characteristics in schools, UK Gov. 2021)

Ofsted's guidance also states that inspectors will gather evidence of how schools promote equality and pupils' understanding of the protected characteristics.

This will be mainly through the **Personal Development** judgement:

***Schools are not required to teach about all the protected characteristics in every year group; that is a matter for the school to decide, and how it plans its curriculum.***

***However, the curriculum should be planned and delivered so that children develop age-appropriate knowledge and understanding during their time at the school.***

Crucially, the guidance goes on to state that:

***There is a range of ways schools can choose to teach about these issues in an age-appropriate way. Primary schools could, for example, teach pupils about the different types of family groups that exist within society... As stated in the [DfE's statutory guidance](#), teaching on these matters should be integrated appropriately into the curriculum, rather than addressed separately or in one-off lessons.***

Teaching and learning about protected characteristics is therefore fully integrated into SCARF, through age-appropriate content across the SCARF spiral curriculum.

## How SCARF supports teaching and learning in relation to Keeping Children Safe in Education (KCSiE) 2024

The UK government recognises how important PSHE is in providing opportunities to teach safeguarding. *"Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment."* (Keeping Children Safe in Education, DfE 2022.)

The Ofsted EIF handbook guidance states that inspectors will *"... expect the school's relationships, sex and health education (RSHE) curriculum (and wider curriculum) to specifically address sexual harassment, online abuse and sexual violence. The curriculum should also address safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both online and offline. We will also expect schools to provide effective pastoral support. This includes being alert to factors that increase a child's vulnerability, or potential vulnerability, such as mental ill health, domestic abuse, having additional needs, and being at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and lesbian, gay, bisexual and transgender children)."*

The KCSiE guidance (2024) expects schools to have a clear set of values and standards which pervade all areas of school life. They should be underpinned by a behaviour policy and pastoral support system, as well as a planned programme of evidence-based RSHE. This programme will tackle, at an age- and developmentally-appropriate stage, issues including:

- healthy and respectful relationships;
- boundaries and consent;
- stereotyping, prejudice and equality;
- body confidence and self-esteem;
- how to recognise an abusive relationship, including coercive and controlling behaviour;
- the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support; and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Teaching and learning about keeping safe is therefore fully integrated into SCARF, through age-appropriate content across its spiral curriculum. Some of the terms, such as female genital mutilation, sexual harassment, sexual violence, and rape, won't appear in lesson plans but the principles that underlie prevention of these behaviours are included in the lessons.

## Appendix C

Year/ Half- termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibiliti es	5 Being my Best	6 Growing and Changing
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

## Appendix D

### Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>SCARF UNITS</b>	<ul style="list-style-type: none"> <li>Me and My Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Valuing Difference</li> <li>Anti-Bullying week</li> </ul>	<ul style="list-style-type: none"> <li>Keeping Myself Safe</li> <li>Children's Mental Health week</li> </ul>	<ul style="list-style-type: none"> <li>Rights and Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Being My Best</li> </ul>	<ul style="list-style-type: none"> <li>Growing and Changing (includes RSE related work)</li> </ul>
Anton Values	Resilience and Independence	Kindness and Respect	Innovation and a Love of Learning	Aspiration	Pride	Resilience and Independence
Safeguarding coverage	Bullying (all) Online bullying (all) Peer on peer abuse (all) Forced marriage (y6) FGM (y6) Physical abuse (y6) Taking risks (y5)	Bullying (all) Stereotypes (all) Diversity (all) Prejudices (all) Racism (y3/5/6) Discrimination (y5) Gender identity (y5) Unwanted touch (y4)	Bullying (all) Online bullying (all) Substance misuse (all) Online risks (y6) Emotional abuse (y6) Peer influence (y4/5/6) Taking risks (y3/4) Media influences (y3/4) Consent (y3)	Bullying (all) Online bullying (all) Obesity (y5) Media influences (y4/5/6) Stereotypes (y6) Online risks (y6)	Taking risks (all) First aid (all) Substance abuse (y5) Media influences (y3/5)	Bullying (all) LGBT (all) Inappropriate touch (y5/6) Media influences (y6) Stereotypes (y6) Peer pressure (y5/6) FGM (y6) Keeping secrets (y5/6) Consent (y5/6) Homophobic abuse (y5)
Protected characteristics coverage		Age (y3/5/6) Disability (y3/6) Marriage and civil partnership (y6) Race (y3/5/6) Religion or belief (all) Sex (y3/5/6) Sexual orientation (y3/5/6)	Age (y6)	Age (y6)	Disability (y3) Gender reassignment (y3)	Pregnancy and maternity (y6) Age (y4) Disability (y6) Gender reassignment (y6) Marriage and civil partnership (y4) Religion or belief (y4/6) Sex (y4/5/6) Sexual orientation (y4/5/6)

## Year 3 content

<ul style="list-style-type: none"> <li>• Settling in and making friends</li> <li>• Learning school rules and routines</li> <li>• Online safety (Computing)</li> <li>• House allocation</li> </ul> <p><b>Scarf Lessons</b></p>	<ul style="list-style-type: none"> <li>• Anti-bullying week</li> </ul> <p><b>Scarf Lessons</b></p>	<ul style="list-style-type: none"> <li>• Children's Mental Health Week</li> </ul> <p><b>Scarf Lessons</b></p>	<p><b>Scarf Lessons</b></p> <ul style="list-style-type: none"> <li>• Our helpful volunteers</li> <li>• Helping each other to stay safe</li> <li>• Recount task</li> <li>• Harold's environment project</li> <li>• Can Harold afford it?</li> <li>• Earning money</li> </ul>	<p><b>Scarf Lessons</b></p> <ul style="list-style-type: none"> <li>• Derek cooks dinner! (healthy eating)</li> <li>• Poorly Harold</li> <li>• For or against?</li> <li>• I am fantastic!</li> <li>• Getting on with your nerves!</li> <li>• Body team work</li> <li>• Top talents</li> </ul>	<ul style="list-style-type: none"> <li>• Transition to Year 4</li> </ul> <p><b>Scarf Lessons</b></p> <ul style="list-style-type: none"> <li>• Relationship Tree</li> <li>• Body space</li> <li>• Secret or surprise?</li> <li>• My changing body</li> <li>• Basic first aid</li> </ul>
<ul style="list-style-type: none"> <li>• As a rule</li> <li>• My special pet</li> <li>• Tangram team challenge</li> <li>• Looking after our special people</li> <li>• How can we solve this problem?</li> <li>• Dan's dare</li> <li>• Thunks</li> <li>• Friends are special</li> </ul>	<ul style="list-style-type: none"> <li>• Family and friends</li> <li>• My community</li> <li>• Respect and challenge</li> <li>• Our friends and neighbours</li> <li>• Let's celebrate our differences</li> <li>• Zeb</li> </ul>	<ul style="list-style-type: none"> <li>• Safe or unsafe?</li> <li>• Danger or risk?</li> <li>• The Risk Robot</li> <li>• Alcohol and cigarettes: the facts</li> <li>• Super Searcher</li> <li>• None of your business!</li> <li>• Raisin challenge (1)</li> <li>• Help or harm?</li> </ul>			

## 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

Scarf Lessons	<ul style="list-style-type: none"> <li>• Anti-bullying week</li> </ul> <p><b>Scarf Lessons</b></p>	<ul style="list-style-type: none"> <li>• Children's Mental Health Week</li> </ul> <p><b>Scarf Lessons</b></p>	<ul style="list-style-type: none"> <li>• Residential</li> </ul> <p><b>Scarf Lessons</b></p>	<p><b>Scarf Lessons</b></p>	<ul style="list-style-type: none"> <li>• Transition to Year 5</li> <li>• RSE</li> </ul> <p><b>Scarf Lessons</b></p>
<ul style="list-style-type: none"> <li>• An email from Harold!</li> <li>• Ok or not ok? (part 1)</li> <li>• Ok or not ok? (part 2)</li> <li>• Human machines</li> <li>• Different feelings</li> <li>• When feelings change</li> <li>• Under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Can you sort it?</li> <li>• Islands</li> <li>• Friend or acquaintance?</li> <li>• What would I do?</li> <li>• The people we share our world with</li> <li>• That is such a stereotype!</li> </ul>	<ul style="list-style-type: none"> <li>• Danger, risk or hazard?</li> <li>• Picture Wise</li> <li>• How dare you!</li> <li>• Medicines: check the label</li> <li>• Know the norms</li> <li>• Keeping ourselves safe</li> <li>• Raising challenge (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Who helps us stay healthy and safe?</li> <li>• It's your right</li> <li>• How do we make a difference?</li> <li>• In the news!</li> <li>• Safety in numbers</li> <li>• Logo quiz</li> <li>• Harold's expenses</li> <li>• Why pay taxes?</li> </ul>	<ul style="list-style-type: none"> <li>• What makes me ME!</li> <li>• Making choices</li> <li>• SCARF Hotel</li> <li>• Harold's Seven Rs</li> <li>• My school community (1)</li> <li>• Basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>• Moving house</li> <li>• My feelings are all over the place!</li> <li>• All change!</li> <li>• Secret or surprise?</li> <li>• Together</li> </ul>

## 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

<p><b>Scarf Lessons</b></p>	<ul style="list-style-type: none"> <li>• Anti-bullying week</li> </ul>	<ul style="list-style-type: none"> <li>• Children's Mental Health Week</li> </ul>	<p><b>Scarf Lessons</b></p>	<p><b>Scarf Lessons</b></p>	<ul style="list-style-type: none"> <li>• Transition to Year 6</li> <li>• RSE</li> </ul>
<ul style="list-style-type: none"> <li>• Collaboration Challenge!</li> <li>• Give and take</li> <li>• How good a friend are you?</li> <li>• Relationship cake recipe</li> <li>• Being assertive</li> <li>• Our emotional needs</li> <li>• Communication</li> </ul>	<p><b>Scarf Lessons</b></p>	<p><b>Scarf Lessons</b></p>	<ul style="list-style-type: none"> <li>• What's the story?</li> <li>• Fact or opinion?</li> <li>• Rights, responsibilities and duties</li> <li>• Mo makes a difference</li> <li>• Spending wisely</li> <li>• Lend us a fiver!</li> <li>• Local councils</li> </ul>	<ul style="list-style-type: none"> <li>• Getting fit</li> <li>• It all adds up!</li> <li>• Different skills</li> <li>• My school community (2)</li> <li>• Independence and responsibility</li> <li>• Star qualities?</li> <li>• Basic first aid</li> </ul>	<p><b>Scarf Lessons</b></p>
	<ul style="list-style-type: none"> <li>• Qualities of friendship</li> <li>• Kind conversations</li> <li>• Happy being me</li> <li>• The land of the Red People</li> <li>• Is it true?</li> <li>• It could happen to anyone</li> </ul>	<ul style="list-style-type: none"> <li>• 'Thinking' about habits</li> <li>• Jay's dilemma</li> <li>• Spot bullying</li> <li>• Ella's diary dilemma</li> <li>• Decision dilemmas</li> <li>• Play, like, share</li> <li>• Drugs: true or false?</li> <li>• Smoking: what is normal?</li> <li>• Would you risk it?</li> </ul>			<ul style="list-style-type: none"> <li>• How are they feeling?</li> <li>• Taking notice of our feelings</li> <li>• Dear Hetty</li> <li>• Changing bodies and feelings</li> <li>• Growing up and changing bodies</li> <li>• Help! I'm a teenager - get me out of here!</li> <li>• Dear Ash</li> <li>• Stop, start, stereotypes</li> </ul>

### 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

## Year 6 content

<p><b>Scarf Lessons</b></p>	<ul style="list-style-type: none"> <li>• Anti-bullying week</li> </ul>	<ul style="list-style-type: none"> <li>• Children's Mental Health Week</li> </ul>	<p><b>Scarf Lessons</b></p>	<p><b>Scarf Lessons</b></p>	<ul style="list-style-type: none"> <li>• Transition to secondary school</li> <li>• RSE</li> <li>• Residential</li> </ul>
<ul style="list-style-type: none"> <li>• Working together</li> <li>• Let's negotiate</li> <li>• Solve the friendship problem</li> <li>• Assertiveness skills (formerly Behave yourself - 2)</li> <li>• Behave yourself</li> <li>• Dan's day</li> <li>• Boys will be boys? - challenging gender stereotypes</li> <li>• It's a puzzle</li> </ul>	<p><b>Scarf Lessons</b></p>	<p><b>Scarf Lessons</b></p>	<ul style="list-style-type: none"> <li>• Two sides to every story</li> <li>• Fakebook friends</li> <li>• What's it worth?</li> <li>• Jobs and taxes</li> <li>• Action stations!</li> <li>• Project Pitch (parts 1 &amp; 2)</li> <li>• Happy shoppers</li> <li>• Democracy in Britain 1 - Elections</li> <li>• Democracy in Britain 2 - How (most) laws are made</li> </ul>	<ul style="list-style-type: none"> <li>• Five Ways to Wellbeing project</li> <li>• This will be your life!</li> <li>• Our recommendations</li> <li>• What's the risk? (1)</li> <li>• What's the risk? (2)</li> <li>• Basic first aid</li> </ul>	<p><b>Scarf Lessons</b></p>
	<ul style="list-style-type: none"> <li>• OK to be different</li> <li>• We have more in common than not</li> <li>• Respecting differences</li> <li>• Tolerance and respect for others</li> <li>• Advertising friendships!</li> <li>• Don't force me</li> <li>• Acting appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Think before you click!</li> <li>• Traffic lights</li> <li>• To share or not to share?</li> <li>• Rat Park</li> <li>• What sort of drug is...?</li> <li>• Drugs: it's the law!</li> <li>• Alcohol: what is normal?</li> <li>• Joe's story (part 1)</li> <li>• Joe's story (part 2)</li> </ul>			<ul style="list-style-type: none"> <li>• Helpful or unhelpful? Managing change</li> <li>• I look great!</li> <li>• Media manipulation</li> <li>• Pressure online</li> <li>• Is this normal?</li> <li>• Dear Ash</li> <li>• Making babies</li> <li>• What is HIV?</li> </ul>

### 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

## Appendix E

# Example lessons and Resources – PSHE/RSE

## My changing body

Year: Y3

### Subjects and Issues

Growing and changing Personal Hygiene Positive relationships Puberty Relationships Education (formerly SRE or RSE) Periods Menstruation Body Changes National Curriculum Science - Relationships elements

### Before the lesson

NB: the **Science National Curriculum** statement associated with this lesson is from the Y5 Programme of Study. However, it is not uncommon for menstruation to begin before that age. Girls can start their periods as young as 8 years old, so it is strongly recommended that children learn about periods from Y3/P4.

### Using a Question Box

Note also: the nature of this subject may prompt lots of questions from children in your class (in particular the girls). There may be some children who don't feel confident to ask a question that they have, given the sensitive nature of the subject. To help with this, consider using a Question Box so that children can ask questions anonymously and be sure that their concerns are addressed in this safe way. See film (in Resources needed area) on how to use the Question Box.

### Introduction

Ask the children to think about how kittens are born [come from their mummy's tummy, between 1-8 born at the same time.] Explain that adult female cats will have a special place in their bodies called a womb or uterus. This is where the kittens grow before they are ready to be born.

Explain that humans are like kittens. They are both mammals.

Mammals grow babies inside the mother until they are ready to be born. Babies are made from two seeds; an egg from the female and a sperm from the male. Female humans normally release one egg [maybe two to create non-identical twins; identical twins occur when an egg and sperm split in half to create identical babies.]

Explain that we are going to learn about eggs and what happens to them when the egg from a female *doesn't* meet a sperm to make a baby.

### Activity 1 - Puberty changes

Explain to the children that when a girl reaches puberty, ***anytime from the age of eight, though most commonly at about the age of 12***, she can start releasing eggs. These eggs are released inside her. Distribute the *Female internal reproductive organs* Activity sheet. Using the labelled IWB resource (see below Lesson Plan) ask the children to label their activity sheet using the IWB to copy. (NB - the IWB resource contains a second slide showing the male internal reproductive organs. Although this is not needed for this lesson it can be used if questions about boys' internal reproductive organs arise).

## Activity 2 - Menstrual Cycle

Using the image on the IWB explain that inside every female are **ovaries** that contain tiny eggs (the word Ovum is Latin for egg) and that about once a month, when a female has reached puberty she releases one egg from an ovary. This egg travels along the **fallopian tube** towards the **uterus (womb)**.

In preparation for the egg, the **lining of the uterus** thickens. But if the egg is not fertilized inside the female's body (it doesn't meet the male seed - the **sperm**) the lining isn't needed and so the woman/girl passes this lining, in the form of blood, along with the tiny egg, out through her **vagina**.

This monthly 'bleed' is called a period and lasts approximately 3 – 7 days.

Reassure the children that the amount of blood in total is small – only about 3-5 tablespoons. Explain that this is all perfectly normal and shows that a girl's body is getting ready for adulthood and will enable her to have a baby if she wants to.

You can show the clip of menstruation from the Kidshealth website to illustrate this cycle:

<http://kidshealth.org/en/teens/menstruation.html#>

Distribute the *Menstruation cycle* Activity sheet and ask the children to cut out the 4 pictures, then glue them onto a blank piece of paper in the right order. [The correct order is B, D, A, C]

Ask whether anyone can explain what a girl or woman could use to protect her clothes when she is having a period? (Sanitary pads, tampons or maybe even menstruation cups. You can use the Puberty glossary to explain pads and tampons. Menstruation cups are plastic devices that women can place inside their vagina to collect period blood. See [Mooncup.co.uk](http://Mooncup.co.uk) for more information. It needs to be emptied regularly, just the same as changing a pad or tampon on a regular basis for safety reasons associated with toxic shock syndrome.)

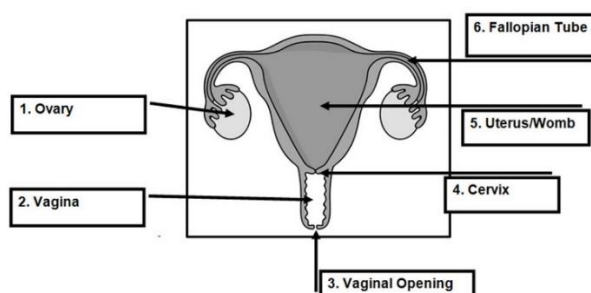
Use the images of Sanitary Products on the IWB or bring examples to show the children.

Explain the need for extra care to be taken by girls at this time of the month - regular changing of pads (or other items used to protect clothing) and to change underwear regularly.

Explain, too, that the hormones (chemicals) which cause the changes at puberty also make a person's sweat glands more active. This means that the person needs to wash more regularly.



Labelling internal female reproductive organs



# All change!

Year: Y4

## Subjects and Issues

Growing and changing Positive relationships Puberty Relationships Education (formerly SRE or RSE) Body parts (including genitalia) Reproduction Body Changes Life Cycles National Curriculum Science - Relationships elements

## Introduction

Start by reviewing the class agreement or develop one if not already developed (see Teacher Guidance for details of setting this up).

Explain to the children that an Alien has just landed in their classroom and doesn't understand why we have both males and females on Planet Earth. Can anyone explain why we do? Amongst many suggestions, elicit the response that we need both a male and a female to reproduce and create another human being/baby.

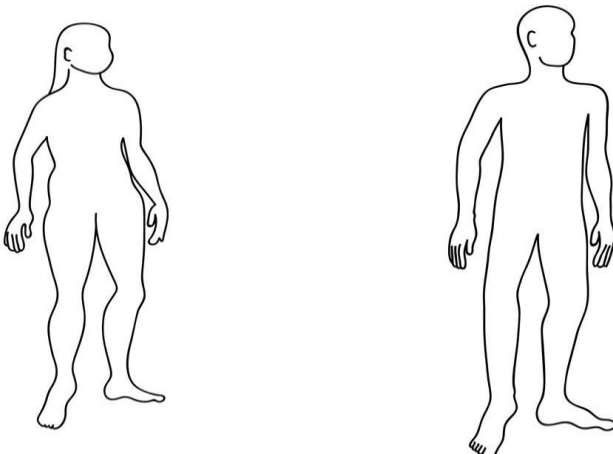
## Activity 1 - Body parts

Show the outlines of the male and female bodies on the IWB. Split the class up into groups of up to 5 and using the *Body outlines* Activity sheet ask children to draw on all the parts of the body that men and women have **in common**, and all of the **differences**. They can choose to write the words rather than draw if preferred (ask them not to worry about the spellings at this stage). Next, ask the children to share the different body parts they have come up with during this activity. As they do this, you write these on the body outlines on the IWB for both female and male. Make sure to include:

- **Female:** vulva, (see note, below\*), vagina, ovaries, eggs, womb, clitoris, labia, breasts
- **Male:** penis, testicles, sperm, pubic hair

[\*Vulva: external parts of female genitals which are visible. This includes the clitoris, two sets of labia - the inner and the outer - and the entrance to the vagina.]

Explain that they might use different words at home to name their 'private parts' (their penis and vulva), but that these are their correct medical names and will help them if they ever need to talk to someone like a doctor about them, e.g. because they are sore. [You may find it useful to refer to the Puberty Glossary to help answer any questions regarding the function or correct medical name of a body part.]



## Activity 2 - Changing

Explain that now or in the next few years everyone in the class will start changing, does anyone know what this change is called? [puberty]

Explain that puberty is the process by which our bodies change from a child's to an adult's so that if they want to, they are able to have a baby. Puberty can be an exciting time, but for some young people it can bring a range of other feelings too. If they feel scared or worried about these changes it is important that they talk to a trusted adult.

Split the class into small groups of no more than 5. Using the Animal Cards ask the children to cut out the cards and then put them in order of age at which they think other animals are able to start reproducing. Once completed, read out the order and the age.

1. Butterflies (3-4 hours)
2. Mice (4 weeks)
3. Frogs (12-16 weeks)
4. Rabbits (6 months)
5. Birds (1 year)
6. Humans (8-13 years)
7. Elephants (12-15 years)

Ask the children why they think most people wait until they are a lot older to have children?  
Answers could include:

- Not legal to have sexual intercourse until the age of 16,
- A baby needs lots of looking after
- Doesn't have enough money
- Not married
- Hasn't met a suitable partner

Explain that a baby needs lots of looking after and that a person needs to be emotionally and financially ready to have a baby as well as physically ready.

# Keeping ourselves safe

Year: Y4

## Introduction

- What do we mean by feeling safe?
- How does someone feel when they are safe?
- What sort of places would someone feel safe in?
- How does someone feel when they are not safe?
- What can happen to someone's body when they are not feeling safe? (Prompt as necessary: sweaty, hot, flushed, butterflies in the stomach, needing the toilet, feeling sick, legs shaking etc.)

Explain that in today's lesson we are going to think about situations that might make someone feel unsafe, people that can help in those situations and ways of dealing with unsafe situations.

## Activity - Safe or unsafe?

For each scenario the children have to discuss and decide:

1. Is the situation safe or unsafe for this person?
  2. How would it make this person feel?
  3. Why might this person take part in this situation?
  4. Does this person *have* to take part in this situation?
  5. Who could this person ask for help?
  6. What would be the best way for this person to deal with this situation?
2. In small groups children first cut out the scenarios on the *Keeping ourselves safe: Scenario cards* - Activity sheet.
  3. Children then place one of the scenario cards in the centre of the *Keeping ourselves safe* - Activity sheet (this has the questions listed above on it).
  4. They then discuss the scenario.
  5. Repeat this using other scenarios until they have discussed each one.

As the children work through the scenarios, prompt and help as necessary. When they have finished, pick up on any points which have arisen from their discussion.

Discuss the following:

1. Who will be the best person to approach for help?
2. How should the child ask for help?
3. How can they do this in a safe way?
4. How will they know if the adult is responding in a safe and appropriate way?

Choose one child to come up and be the person asking for help.

As the adult you might want to respond in helpful or unhelpful ways, so that children can consider how they might need to persevere in asking for help or finding alternative people to ask for help. Tell the child that you will be doing this, to help them prepare.

After the role-play, discuss what went well and what might have improved the situation. Try again with different children, or role-play some of the other scenarios.

# Independence and responsibility

Year: Y5

## Subjects and Issues

Being Yourself British Values Building self-esteem Growing and changing Risk-taking Safeguarding Relationships Education (formerly SRE or RSE) Independence

## Introduction

Set up the classroom for a class discussion. This could be in a seated circle or another preferred way.

Ask the children the following questions as a starting point for discussion:

- What does it mean to be 'grown-up'?
- Are you looking forward to growing up?
- Why do some young people want to grow up more quickly than others?

Then, invite the children to share their thoughts and ideas to the following questions:

- What kind of things are you looking forward to about growing up?
- What kind of things are you not looking forward to about growing up?

This could be conducted as a 'circle-time' type round where each child has the opportunity to contribute (or pass by saying, 'I'm still thinking' if they prefer).

Help the children to recognise that some, most or all of the things they said they were looking forward to about growing up were to do with having more independence.

Similarly, help them to recognise that some, most or all of the things they said they weren't looking forward to about growing up were to do with having more responsibility.

Clarify the meaning of the words independence and responsibility.

Help the children to appreciate that, usually, with increased independence comes greater responsibility.

Then discuss the following questions:

- What responsibilities do they already have for keeping themselves safe? At school? At home?
- What responsibilities do they already have for helping others to stay safe? At school? At home?

## Activity – Responsibility Audit

Ask the children to complete, individually, the *Responsibility audit: keeping safe* - Activity sheet.

On the template, the children record who has the responsibility for keeping them safe at home, and at school, in different situations (themselves or someone else)

# Changing bodies and feelings

Year: Y5

## Subjects and Issues

Body Image Building self-esteem Feelings Growing and changing Puberty Relationships Education (formerly SRE or RSE) Body parts (including genitalia) Reproduction Masturbation Wet Dreams Emotions National Curriculum Science - Relationships elements

## Introduction

Refer to group agreement or develop one if not already done (see Teacher Guidance for further information on this).

Ask the children what they remember from their first session on Puberty? Responses could include:

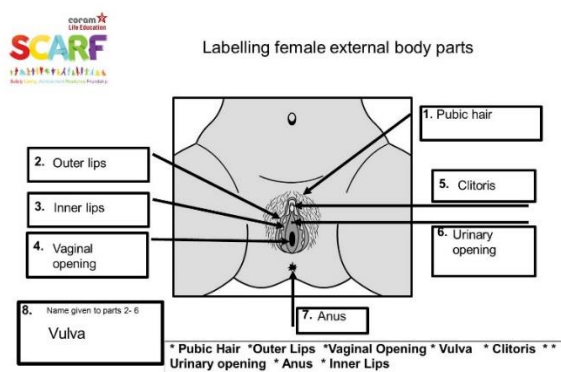
- We looked at different objects and what a person might need during puberty
- Learning about how male and female bodies develop
- What periods are
- That sometimes people commit crimes against a girl's body which involve cuts being made to her vulva (Female Genital Mutilation - FGM).

Explain that we are now going to think about puberty in a bit more detail.

## Activity 1 – Labelling external body parts

Distribute the female and male external body parts (Activity sheet a & b) Ask the children to label each of the parts using the correct words provided in the box at the bottom of each sheet.

Using the *Puberty Glossary* as a guide, explain the role of each body part or how it relates to



puberty.

## Activity 2 – Emotions and feelings: true or false?

Explain to the group that we are going to look at some of the thoughts and feelings or emotions that may come up when a person is going through puberty.

Spilt the class into small groups (up to 5) and distribute the *Emotions and feelings: true or false?* Activity sheet (c) to the groups. Allocate 3-4 statements to each group. Explain that they need to decide if the statements are **true** or **false**. Circulate around the groups to check for understanding as they do this activity.

# Drugs: it's the law!

Year: Y6

## Subjects and Issues

Alcohol Drugs Medicines Rules and Laws Smoking

## Introduction

Ask children to define what we mean by the word 'drug'. They may have done this in previous SCARF lessons in which review previous definitions, briefly.

NB: there are several definitions of what a drug is, so it is useful to let pupils explore their own ideas here.

As a useful summary a drug can be described as 'A substance people take to change the way they think, feel or behave' – this is the World Health Organisation definition.

Discuss the following questions (teacher guidance is provided, if needed, in square brackets):

- What names of drugs can you think of?
- Are all medicines drugs? [Yes]
- Are all drugs medicines? [No]
- Are all drugs used for medical reasons? [Although most drugs have a medical use some are used purely for recreational purposes]
- Does alcohol have a medical or a non-medical use? [Both: as well as being a recreational drug in beer, wine, spirits etc. ethanol or ethyl alcohol is used as an antiseptic and it is also widely used as a solvent and preservative in pharmaceutical (medical) preparations]
- What do we mean by the terms legal and illegal? [Basically legal drugs are allowed to be sold in this country]
- Are legal drugs legal for anybody to buy? [No, there are age restrictions on cigarettes and alcohol]
- Why are there age restrictions? [To prevent harm to children]
- Does a person's body and brain stop developing when they reach eighteen? [No, current research suggests it typically can continue into the twenties]
- Is there such a thing as a safe drug? [All drugs have the potential to be harmful if misused or if someone has an adverse reaction to them]
- Why do some shops restrict the sale of high-caffeine energy drinks to under-sixteens? [The high doses of caffeine that they contain can have a particularly powerful effect on a young person's body]
- If a drug is illegal what does that mean? [It is against the law to possess, supply or produce]
- Why are some drugs illegal and some legal? [Some drugs are considered to be more harmful than others. NB: there's a lot of debate and discussion about how scientists can measure the relative harm of different drugs - it's not clear-cut]
- What would happen if someone was found guilty of breaking the drug laws? [Fine/prison sentence/criminal record]
- How long does a drugs criminal record last? [For life]
- What does having a drugs criminal record mean to somebody? [It makes it difficult or impossible to travel to certain countries. It also makes it difficult or impossible to be employed in some jobs]

## It's the law!

Working in pairs or threes, ask the children to discuss the scenarios on the *It's the law* Activity sheet. For each scenario consider the following:

- Has the law been broken?
- If so, who is breaking the law and which law?
- If not, why not?

Record thoughts to share with class later.

### It's the law! Teacher guidance

**Scenario One:** A seventeen year-old being sold alcohol in a supermarket. [Both the seventeen year-old and the cashier are breaking the law. It is illegal to buy or attempt to buy alcohol under the age of eighteen. It is also illegal to sell alcohol to somebody under the age of eighteen.]

**Scenario Two:** An eighteen year-old boy buying alcohol to give to his fifteen year old brother [The eighteen year-old is breaking the law as he is buying with the intention of giving it to someone under the age of eighteen.]

**Scenario Three:** A fourteen year-old girl smoking on the street [The police can confiscate the cigarettes from the girl as it is illegal for under sixteen year-olds to be in possession of cigarettes. They will not press charges.]

**Scenario Four:** A fifteen year-old girl trying to buy cigarettes in a shop [The law is not being broken as long as the shopkeeper doesn't actually sell the cigarettes to the girl. If they do, then they are breaking the law - not the girl]

**Scenario Five:** Cannabis growing in someone's garden without their knowledge [The person would have to prove that they didn't know there was any cannabis growing in their garden. If they were proven to be innocent the law has not been broken. NB: cannabis does not usually grow naturally in this country.]

**Scenario Six:** Somebody growing cannabis in their house for their own use [The person who is growing cannabis is breaking the law, even if they don't do anything with it!]

**Scenario Seven:** Somebody walking down the street with some cannabis in their bag [The person is breaking the law by being in possession of cannabis.]

**Scenario Eight:** A twenty year-old man being given cannabis to try at a party by one of his friends [The friend is breaking the law by supplying cannabis and the twenty year old man is breaking the law by being in possession of cannabis.]

**Scenario Nine:** Parents giving their seventeen year-old daughter some wine with their evening meal [The law is not being broken as parents or carers have the responsibility for deciding whether they allow their children to drink alcohol or not. However, government guidance recommends that ideally children under eighteen should not drink any alcohol at all because of the potential harm it can cause to the developing adolescent brain.]

**Scenario Ten:** A thirty year-old man smoking inside a shopping centre [The man is breaking the law as it is an offence to smoke in enclosed public places.]

Discuss the scenarios with the children and correct any misconceptions. Which ones did they find difficult to decide about? Which ones, if any, were they surprised about?

Recap on the laws relating to the scenarios and display these in the classroom.

Remind the children that **most young people choose not to smoke cigarettes, drink alcohol or take illegal drugs**. This is an important social norms message that can help to shape children's future decisions in relation to drug use (legal and illegal). For more information about social norms - a crucial element of drugs education - click on the link in the Resources needed area and go to Appendix 1 at the bottom of the page.

## Plenary questions

Here are some questions to challenge children's thinking further:

- Why are there laws to control the use of drugs in this country?
- What are the penalties for breaking the law in this country? [e.g. a fine, a prison sentence and a criminal record]
- Why are drug laws not the same in all countries?
- How are drug laws decided? Who decides them? \*
- If you were a member of the government are there any drug laws, you would change? Why? \*

After the plenary class discussion, the children can record their own answers on post-it notes which they can stick on A3 sheets of paper (write one plenary questions at the top of each sheet of paper prior to the lesson). Have these sheets of paper on tables or on the wall around the room and children move round the classroom adding their post-it note comments. These can be kept as evidence for your PSHE assessment records.

# Making babies

Year: Y6

## Subjects and Issues

Growing and changing Science Relationships Education (formerly SRE or RSE) Reproduction Relationships Conception IVF Adoption Surrogacy Pregnancy Birth

Please note, this session deals with how babies are conceived. It is now not uncommon for children to be conceived through IVF or other means. There may be children in your class who were conceived this way, in which case particular sensitivity will be needed.

Note re National Curriculum links: in the absence of Science Programmes of Study statements for this age group for some elements of this lesson, it is linked to relevant Y5 statements. SCARF provides a spiral curriculum and therefore provides age-appropriate information for Relationships Education at regular intervals in line with recommended good practice.

## Introduction

Start by reviewing the class agreement or develop one if not already developed (see Teacher Guidance for further details of setting this up).

Ask the class why we all go through puberty? [So it may be possible for us to have children when we are older, if we want to.]

## Activity 1 - Puberty for reproduction

With children working in small groups, distribute the Body Outlines for both a man and a woman. Recap what changes take place during puberty so that our bodies can reproduce. On IWB show outlines and ask class for suggestions, making sure to include:

- Eggs released (periods start) - female
- Hips widen - female
- Sperm produced (sometimes wet dreams) - male
- Erections happen - male

Explain that girls are born with all the eggs already inside their ovaries, whereas boys don't start producing sperm in their testicles until they start puberty.

## Activity 2 – Conception

Explain that most babies are created when a man and a woman have sexual intercourse. Emphasise that this usually happens when a man and woman are in a loving relationship and agree to make a baby. This is when the sperm of the man meets with the egg of the woman inside the woman's body. [Use the IWB slides of both female and male Internal Reproductive Organs (labelled) to describe this process.]

In order for this to happen the man and woman often hug and cuddle and kiss, and feel very loving towards each other. They get very close to each other without their clothes on and touch each other's bodies so that the man's penis becomes hard and the woman's vagina becomes wet so that the man's penis can slide inside the woman's vagina.

During this whole process they will both get very excited. If a woman reaches the peak of her excitement, also called an orgasm, she will have a very pleasurable feeling where the muscles in her vagina contract.

If a man has an orgasm he will also have a very nice feeling and release millions of sperm from his penis into the woman's vagina. The sperm will then swim up inside the woman's body to find the egg.

If an egg and at least one sperm meet, the beginning cells of a baby can start to grow. Those cells will need to then implant into the side of the womb so it can grow into a baby over the next 9 months.

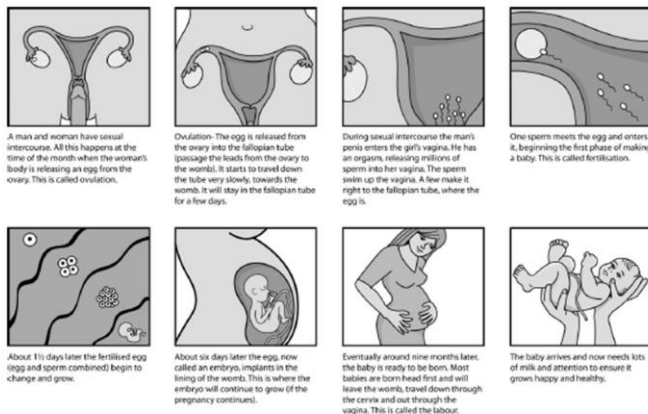
### Activity 3 - Conception and pregnancy timeline

Next, with children working in the same small groups, hand out the *Conception and pregnancy timeline* cards - one set per group. Children work together to arrange the cards in the right order.

When the children have completed this task display the IWB showing the correct order, so that each group can check their answers.



#### Pregnancy and conception timeline – correct order



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### Legal facts

Ask the children if anyone knows how old a person (male or female) has to be to have sexual intercourse. [16 years old]

Explain that:

- This is to protect children from adults who might try to have sex with children under 16 years old.
- Even if **one** of the people is 16 or over, it is illegal before this age.
- It's important that anyone under 16 years old should tell a trusted adult (e.g. parent or teacher) if someone is trying to have sex with them.

(Note: for more information about the age of consent go to [www.fpa.org.uk/factsheets/law-on-sex](http://www.fpa.org.uk/factsheets/law-on-sex) for guidance produced by the FPA).

## Other options

Ask: what if the two people in a relationship and wanting to be parents are a man and a man, or a woman and a woman? Or what if a man and woman aren't able to make babies themselves through sexual intercourse: how else can people make babies or become parents?

Elicit responses to include:

- **Adoption** [where an adult or adults take on legal responsibility for a baby or child whose birth parents are not able to care for them.]
- **Surrogacy** [a way for a couple who cannot make a baby themselves to become parents, with a surrogate mother being pregnant with their child. A surrogate is a woman who agrees to become pregnant, either by: putting a man's sperm inside her vagina to meet one of her own eggs to make a baby (artificial insemination) or where a specialist doctor places an embryo into her womb created by the egg and sperm through IVF\* of the couple wanting a baby or donated egg and/or sperm. Surrogacy is legal in the UK provided that the surrogate receives no payment.]
- **IVF\*** [where specialist doctors fertilise the egg of the woman with the sperm of the man, but outside of the body. The fertilised egg creates an embryo which is then put it back inside the woman so she becomes pregnant and grows the baby inside her uterus/womb.]
- Sometimes a couple use either an egg or sperm - or both - donated from someone else, (if they can't make a baby with their own for some reason).

\* IVF - In vitro fertilisation: a process where the egg from a female is combined with the sperm from a male outside the body, in vitro (Latin word for glass - hence the term test-tube babies).