

# RSE guidance: Keeping Children Safe



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**Life Education**

**SCARF**

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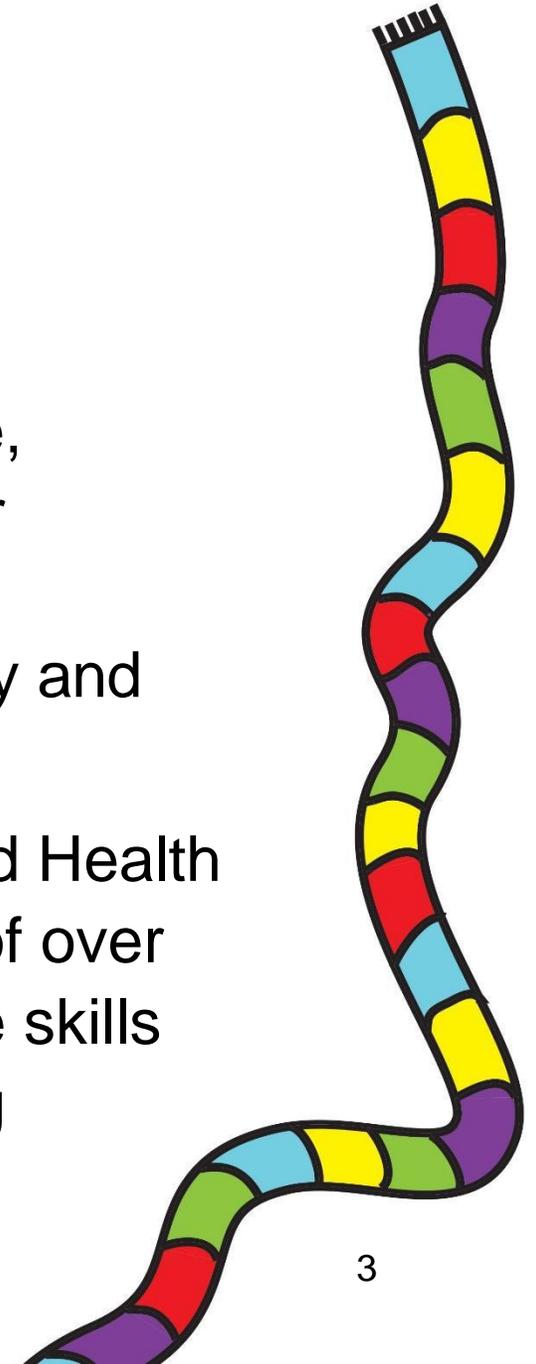
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## SCARF

Alongside our Life Space or classroom visits, our online resource, SCARF, provides a curriculum and a whole-school framework for building the essential life skills to support physical and emotional wellbeing – crucial for children to achieve their best, academically and socially.

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



# What will my child learn in **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. Younger children will also be thinking about how listening skills can help us and older children we'll be thinking about the importance of being kind and safe online.

## **Keeping Myself Safe**

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

### **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 & 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, the majority of which is covered in Health Education and National Curriculum Science. Therefore we often refer to this subject as RSE: Relationships and Sex Education.

Our 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.

# Reception Class content

- Seasons and change
- Life stages in plants, animals and humans
- Where do babies come from?
- Getting bigger
- Me and my body
- Looking after my special people
- Looking after my friends

## Sample Learning Activities

- Role play how you can help your special people at home
- Read a book together about getting bigger
- Using the pairs cards, match up the baby animal with its adult equivalent
- Invite a midwife in to talk about her job
- Draw pictures of a friend. At the bottom of the picture write how they look after that friend or how their friend looks after them.

# Year 1\* content

**Extending learning from Reception.**

**New content includes:**

- Our special people
- Caring behaviour
- Respecting others
- Safe touch
- Unsafe secrets
- Friendship
- Communication
- Bullying
- Boundaries
- Privacy including beginning to name the genitals
- Feelings

## **Sample Learning Outcomes**

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

\* Most content delivered on a two year rolling programme other than when teaching needs to be taught in a sequence e.g. puberty

# Year 2\* content

## Extending learning in year 1.

### New content to include:

- How my behaviour (positive or negative) affects others
- Becoming more independent
- Keeping themselves and others Safe
- Privacy including to name the genitals
- Growing from young to old and how people's needs change

## Sample Learning Outcomes

- Identify some of the ways that good friends care for each other
- Know and use words and phrases that show respect for other people
- Explain where someone could get help if they were being upset by someone else's behaviour
- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
- Identify the types of touch they like and do not like
- Explain that our genitals help us make babies when we are older

\* Most content delivered on a two year rolling programme other than when teaching needs to be taught in a sequence e.g. puberty

# Year 3\* content

## Extending learning in year 2.

### New content to include:

- Change including bereavement
- Images in the media
- Protecting personal information online
- Different types of relationships
- Healthy and unhealthy relationships (friendships),
- Discrimination and its consequences
- Understanding risk
- Making informed choices
- Resisting pressure

## 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

\*Most content delivered on a two year rolling programme other than when teaching needs to be taught in a sequence e.g. puberty

## Year 4\* content

### Extending learning in year 3

#### New content to include:

- Body changes in puberty
- Conflicting emotions
- Good and not so good feelings
- Marriage and other relationships
- Consequences of our actions
- Recognise and challenge stereotypes
- Pressures to behave in an unacceptable, unhealthy or risky way

### Sample Learning Outcomes

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

\* Most content delivered on a two year rolling programme other than when teaching needs to be taught in a sequence e.g. puberty

# Year 5 content

## Extending learning in year 4.

### New content to include:

- Body changes and feelings during puberty
- Changing feelings and the effect on those we live with
- Unhealthy relationships
- Risky behaviour
- Using social media safely
- Types of bullying including homophobic
- Keeping personal information private online

## Sample Learning Outcomes

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

\* Most content delivered on a two year rolling programme other than when teaching needs to be taught in a sequence e.g. puberty

# Year 6\* content

## Extending learning in year 5.

### New content to include:

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

## Sample Learning Outcomes

- Recognise that photos can be changed to match society's view of perfect
- Explore the risks of sharing photos and films of themselves with other people directly or online
- Describe ways in which people show their commitment to each other
- Know a variety of ways in which the sperm can fertilise the egg to create a baby
- Explain how HIV affects the body's immune system

\* Most content delivered on a two year rolling programme other than when teaching needs to be taught in a sequence e.g. puberty

## Parent experience...

*“I have a son in Year 5 and he came home from the Relationships Education session filled with facts and figures and information about the day.*

*He was very happy to share with me and talk to me using all the correct words without any embarrassment and, which tells me it was delivered to him in a very appropriate way.”*

Parent feedback

# Our role as parents

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

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





## [BBC Teach- The Big Talk](#)



## [Amaze Junior](#)



**Sitting**  
**IN A CAR**  
WITH  
SARAH SPROULE



Sarah Sproule  
70 subscribers

## [Sarah Sproule](#)



## [Outspoken Sex Ed](#)