

# Fiddlers Lane

## Community Primary School



# Relationships and Sex Education Policy

**Approved by:** LGB

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## Contents

1.How This Policy Was Developed .....	- 2 -
2. Requirements On Schools In Law .....	- 2 -
3.What Is Relationships (And Sex) Education? .....	- 3 -
4. Our School Mission Statement.....	- 3 -
5. Curriculum Aims (Intent) .....	- 3 -
6.Rse Curriculum Aims .....	- 4 -
7. Organisation .....	- 5 -
8. Confidentiality And Safeguarding.....	- 5 -
9. Dealing With Difficult Questions .....	- 5 -
10. How Relationships (And Sex) Education Is Monitored And Evaluated .....	- 6 -
11. How The Delivery Of The Content Will Be Made Accessible To All Pupils .....	- 6 -
12. Parental Concerns And Withdrawal Of Students .....	- 7 -
13. Dissemination Of The Policy .....	- 8 -
14. Policy Review And Development Plan .....	- 8 -
15. Sources Of Further Information.....	- 8 -
Appendix 1 Planning Matrix.....	- 9 -
Appendix 2 Creating A Safe Learning Environment .....	- 27 -
Appendix 3 Parent Letter .....	ERROR! BOOKMARK NOT DEFINED.
Appendix 4. Useful Resources .....	- 28 -

### 1.How this Policy was developed

This Policy was developed by **the headteacher and senior leadership team.**

### 2. Requirements on schools in law

From September 2020, under the New Guidance for RSE, (2019), it states:

Under the proposals, all pupils will study compulsory health education, as new reformed relationships education in Primary schools will become compulsory from Sept 2020 and will put into place building blocks needed for positive and safe relationships of all kinds.

It states in the RSE Guidance (DFE 2020) that:

'All schools must have an up to date policy, which is made available to parents and others. Schools must provide a copy of the Policy free of charge to anyone who asks for it and should publish the policy on the school website.'

In summary then, from 2020:

It will be statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that 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. Health Education, which will also be made

statutory from 2020, covers the key facts about puberty and the changing adolescent body.

### 3. What is Relationships (and Sex) Education?

As a school we believe in **Care, Cooperation** and **Community**, and, alongside our Mission Statement, sits our definition of RSE –

To teach every child about healthy relationships, both in the context of friends and family, so that they will develop the attitudes and abilities to work collaboratively, and become responsible and caring citizens in society.

The **DFE Guidance (2000)** states that in Primary Schools –

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

### 4. Our school Mission statement

At Fiddlers Lane Community Primary School, we aim to:

- work together with parents and carers to create a friendly and caring, co-operative community where every child has a love of learning, and attends school every day.
- maintain a happy, caring environment in which children feel secure to grow and develop intellectually, socially, emotionally, culturally, spiritually and physically, to their full potential.
- inspire a love for learning, with each child developing a lively enquiring mind so that they have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices whilst at school and in their later life.
- give children opportunities to develop the skills and attitudes necessary to work both independently and collaboratively, and also to develop the responsible attitudes that will enable them to become active and caring members of the community.
- provide a relevant, broad and balanced education for all pupils that is coherently planned and sequenced.
- promote a positive attitude towards learning and have a high ambition to broaden the life experiences of our learners and equip them with the knowledge and cultural capital they need to succeed in life.
- have high expectations of work and behaviour.
- value the whole child and celebrate diversity.
- provide a varied curriculum to make learning fun, including the use of ICT, and where possible giving children first hand experiences.

### 5. Curriculum Aims (Intent)

Having extensively considered the common barriers to learning across our community, we have incorporated the following intentions into our curriculum:

- We will enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Ensure there is equal access to learning for all pupils,
- Ensure there are high expectations for every pupil with appropriate levels of challenge and support
- Promote and support language development.
- Promote and encourage a love of language and reading
- Support pupils' physical development, to enable them to be active and to take responsibility for their own health by encouraging them to pursue healthy lifestyles.
- Support pupils' spiritual, moral, social and cultural development and enable them to be aware of and take responsibility for their actions
- Promote the learning and development of our youngest children through high quality EYFS provision
- Work in partnership with our parents and encourage families to learn together with us.

## 6.RSE curriculum Aims

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.

The school has subscribed to SCARF (Safety, Caring, Achievement, Resilience and Friendship) programme; a framework consisting of lesson plans, online planning and assessment tools to provide a comprehensive PSHE and Wellbeing programme throughout the school. This programme has been selected as it covers the 13 areas for learning as set out by the DfE's guidance plus elements such as the rights of the child, caring for the environment, economic education, and parts of British Values and SMSC (spiritual, moral, social and cultural).

Therefore our RSE aims are as follows:

- To teach a robust and wide-ranging curriculum – covering every aspect of RSE.
- To create and maintain a happy, caring, safe learning environment in which children can feel secure to explore and ask questions.
- For every child to understand what a healthy relationship is, and how that links to keeping safe, including online safety.
- To help children understand the diversity in relationships.
- Lead children to have a strong sense of self-worth and this being a guiding factor in the relationships they build.
- Aim to help children make informed decisions.

Please see appendix 1 for the Coram Life Education RSE Lesson Plan Grid and learning outcomes or visit the website <https://www.coramlifeeducation.org.uk/scarf/sign-in/>

SCARF programme is mapped to the new DfE guidance for Relationships Education and Health Education, The PSHE Association's Programmes of Study Learning Opportunities, the National Curriculum, Curriculum for Excellence and Ofsted's requirements.

## 7. Organisation

SRE is not just delivered in isolated lessons but firmly embedded in all curriculum areas (e.g. ICT, RE and Science), including Personal, Social, Health Education (PSHE) and Citizenship. It is also incorporated into the daily routine, so when teachable moments arise it is policy that the staff involved will endeavour to sensitively support the development of pupils skills and knowledge pertaining to RSE as they see best. Delivery of RSE education is seen as a collective responsibility of the staff at school.

Visitors are invited to contribute to RSE at school usually because of a particular expertise or contribution they can make. For example, a nurse for the health service may contribute to the delivery of lessons relating to puberty and the body in adolescence. When external agencies are used school ensures that teaching delivered reflects the schools' values and policy.

Children's learning of relationships are not confined to the classroom and so our view is that teaching it should not be either. Therefore, RSE is planned into various aspects and details of school life. It is incorporated into our daily routine where children are learning appropriate behaviour. Assemblies often encompass RSE learning objectives and focus on emotions and relationships. School is also working towards Emotionally Friendly Setting status.

## 8. Confidentiality and Safeguarding

When setting up a lesson that deals with potentially sensitive subjects, it is essential to begin by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence. We have used resources from SCARF (see appendix 2) to support us with establishing a safe environment, using techniques such as forming group agreements, distancing techniques and the importance of using correct terminology.

PHSE and RSE can raise sensitive issues and if a situation occurs which alerts a member of staff to a safeguarding issue, then schools safeguarding policy will be followed. We ensure that any actions taken are in the interest of the child.

## 9. Dealing with difficult questions

Teachers follow the guidance from SCARF on how to answer difficult questions. We also rely on good communications between staff to ensure any difficult questions are appropriately answered.

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

If a child has further specific RSE needs to those met in normal teaching practice a meeting may be organised with SLT, the child and their parent/carer to discuss the best way forward.

- Will we have a consultation with staff about how it is taught?
- How it is taught. (Methodology, class groupings/single sex groupings and why).
- When it will be taught and who is responsible for teaching it. (Time of year, frequency of lessons, which lessons).

## **10. How Relationships (and Sex) Education is monitored and evaluated**

"Assessment in PSHE should not be about levels or grades, passing or failing. The model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or their previous results in a similar way to an athlete measuring today's performance against their previous performance. So the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus." (PSHE Association's Guidance to Assessment for Learning and Progression)

For each unit there is a pre and post unit assessment activity. Conducted twice, this first determines the baseline; it's then repeated at the end of the unit, enabling teachers to monitor each child's progress, record key points and identify areas for further development.

The end of unit assessment tool, provides succinct 'I can' statements, summarising learning against each unit's key learning outcomes. Working alongside the suggested half-termly lesson plan units, 'I can' statements helps teachers to keep the whole year's PSHE and Wellbeing assessment records in one place.

Third method - We use children's personal reflections on their learning; a place for them to record what they found helpful, thought-provoking, challenging and where their learning might take them to next. Aimed to help children reflect on and record their PSHE and Wellbeing-related learning journeys, these can be done at any time in relating to any unit.

We are a reflective school and this is demonstrated in our cyclical assessment practise. The SCARF programme mirrors this and encourages a reflective programme, which can be personalised to meet the need of the children. The assessment tools are mapped accordingly to support the half-termly units.

## **11. How the delivery of the content will be made accessible to all pupils**

### **11.1 Equal Opportunities Statement**

We actively seek to eliminate discrimination and advance equality for all people. Within our school we have a strong philosophy of inclusion and belief that every child can reach their full potential, succeed and enjoy life. Our school's vision for inclusion states that we teach children to 'appreciate and value the differences they see in others' (Inclusion Policy).

We teach that people are entitled to have varying opinions and aim to communicate and model to children how to discuss differences with peers and staff in a respectful and polite manner.

#### 11.2 The needs of boys as well as girls.

Teachers consider the needs of all genders and tailor our teaching accordingly to the current needs of the pupils. Teachers decide on the best organisation of the pupils for the content being taught, for example, it may be more appropriate to work in smaller groups, single sex groups (being sensitive for example to pupils who may be questioning their gender identity) or even 1:1 work when appropriate. The school draws on its inclusive nature and good relationships with pupils and parents to ensure the effective delivery of RSE to all genders.

#### 11.3 Ethnic, religious and cultural diversity.

The ethnic, religious and cultural backgrounds of all our pupils are taken into account when planning teaching and a balanced and respectful debate is facilitated. We engage in consultation with parents/carers to take account of their views. We aim to promote respect and understanding of (all/wide variety) ethnic and cultural groups.

#### 11.4 Varying home backgrounds.

The school and its staff appreciate that pupils come from a variety of family situations. The SCARF programme incorporates this in its planning. Staff support children in their own self-journey and endeavour to create a learning environment in which all family situations are valued equally.

#### 11.5 Sexual Orientation.

School has zero tolerance of any kind of bullying, including homophobic bullying. We teach that the core values of relationships remain the same regardless of the sexual orientations within a relationship. We endeavour to provide a safe environment where children can feel secure in their identity and learn to embrace variety in identity.

#### 11.6 Special educational needs.

As far as appropriate all pupils will access the same PSHE and RSE curriculum. Careful consideration is given to the differentiation provided for pupils with additional learning needs. We meet the varying needs of our pupils through quality teaching that is differentiated and personalised. The learning outcomes are chosen carefully to cater for personalised levels of learning. Teaching strategies are selected to reflect the diverse learning styles and trajectories. Resources are used according to the needs of the children to ensure that each child is able to meet their learning intentions.

## **12. Parental concerns and withdrawal of students**

Involving parents is integral to the new DfES guidance. The school aims to build on its relationships with parents over time by communicating on the subject, for example by inviting them into school to discuss the content, address concerns and support them in having conversations about their children about the subject content. School recognises that the principal role in children's RSE are their parents/carers.



It is our hope that parents would wish their children to be involved in the schools positive and careful programme of RSE. Yet we recognise that parents have the right to request that their child be withdrawn from some or all of the (non-statutory/non-science) components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 Parent letter of this policy and addressed to the Headteacher. The Headteacher would then organise a meeting to discuss the request with the parent and, as appropriate and with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Alternative work will be given to pupils who are withdrawn from sex education.

Parents do not have the right to withdraw their children from relationships education

### 13. Dissemination of the Policy

The policy is shared with staff, school governors, parents and carers. It is available on the school website and paper copies are also available on request.

### 14. Policy Review and Development Plan

The policy is reviewed every **two years** by the Headteacher and governors. At this time feedback from staff and pupils is collected and any necessary amendment are made.

### 15. Sources of Further Information

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century' - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Behaviour Policy
- Anti-bullying
- Inclusion policy
- PSHE Policy
- British Values Policy
- E-Safety Policy
- Drugs Education Policy
- Female GM Policy
- Race Equality Policy
- RE Policy
- SEN Policy
- Spiritual, Moral, Social and Cultural Policy
- DfE Keeping children safe in education (2020)



## Appendix 1 Planning matrix

### Relationships Education Families and people who care for me

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. That families are important for children growing up because they can give love, security and stability.	R Me and my special people R Same and different families R Looking after my special people Y1 Who are our special people? Y2 My special people Y3 Family and friends Y4 Friend or acquaintance? Y4 My feelings are all over the place! Y6 Advertising friendships! Y6 Joe's story (part 2) Y6 What's the risk? (2)
2. 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.	R Looking after my special people R Same and different families R People who help to keep me safe R Getting bigger R Me and my special people R My feelings R Who can help me? R My feelings (2) Y1 Taking care of a baby Y1 Who are our special people? Y2 My special people Y3 Family and friends Y3 Looking after our special people Y4 Friend or acquaintance? Y4 My feelings are all over the place! Y5 Help! I'm a teenager - get me out of here! Y6 Helpful or unhelpful? Managing change Y6 Dan's day
3. 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.	R Me and my special people R All about me R Getting bigger R Same and different families R Looking after my special people Y1 Same or different? Y1 Who are our special people? Y1 Our special people balloons Y2 My special people Y3 Let's celebrate our differences Y3 Family and friends Y4 My feelings are all over the place! Y4 The people we share our world with Y4 Together Y4 What would I do? Y5 The land of the Red People Y6 Don't force me Y6 Making babies
4. That stable, caring relationships, which may be of different types, are at the heart	R Looking after my special people Y1 Same or different? Y1 Our special people balloons

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
of happy families, and are important for children's security as they grow up.	Y1 Who are our special people? Y2 My special people Y3 Family and friends Y4 Together Y5 Help! I'm a teenager - get me out of here! Y6 Advertising friendships! Y6 Making babies Y6 Don't force me
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Y4 Together Y6 Don't force me
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	R People who help to keep me safe R My feelings R Who can help me? Y1 Surprises and secrets Y1 Good or bad touches? Y1 Who can help? (1) Y5 Growing up and changing bodies Y6 Don't force me Y6 Helpful or unhelpful? Managing change

## Caring friendships

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	N 5-6 year-olds - Good friends
	N 7-11 year-olds - Qualities of friendship
	N 7-11 year-olds - How caring a friend are you?
	N 4-5 year-olds - Looking after my friends
	R Who can help me?
	R Me and my special people
	R Same and different
	R Looking after my friends
	R Kind and caring (2)
	Y1 Good friends
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	Y2 Being a good friend
	Y3 Looking after our special people
	Y3 Friends are special
	Y3 Relationship Tree
	Y4 Friend or acquaintance?
	Y4 Together
	Y4 Can you sort it?
	Y5 How good a friend are you?
	Y5 Qualities of friendship
	Y5 It could happen to anyone
	Y6 Advertising friendships!
	Y6 Dan's day
	Y6 Joe's story (part 2)
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity,	N 4-5 year-olds - Looking after my friends N 7-11 year-olds - How caring a friend are you? N 7-11 year-olds - Qualities of friendship N 5-6 year-olds - Good friends

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
trust, sharing interests and experiences and support with problems and difficulties.	R Same and different R My feelings (2) R Who can help me? R Kind and caring (2) R Kind and caring (1) R Looking after my friends Y1 Good friends Y1 Who can help? (2) Y1 Unkind, tease or bully? Y1 How are you listening? Y1 Pass on the praise! Y1 It's not fair! Y1 Harold has a bad day Y2 Being a good friend Y3 Relationship Tree Y3 Friends are special Y3 Looking after our special people Y4 An email from Harold! Y4 Friend or acquaintance? Y4 Ok or not ok? (part 2) Y4 Ok or not ok? (part 1) Y4 Making choices (formerly Ed6 Learns to be human) Y4 Can you sort it? Y5 Qualities of friendship Y5 How good a friend are you? Y5 It could happen to anyone Y5 Give and take Y5 Being assertive Y5 Relationship cake recipe Y6 Dan's day Y6 Advertising friendships! Y6 Solve the friendship problem Y6 OK to be different Y6 What's the risk? (1) Y6 Joe's story (part 1)
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	N 5-6 year-olds - Good friends N 7-11 year-olds - Qualities of friendship N 7-11 year-olds - How caring a friend are you? N 4-5 year-olds - Looking after my friends R Who can help me? R My feelings (2) R Same and different R Looking after my friends R Kind and caring (1) R Kind and caring (2) Y1 Good friends Y1 It's not fair! Y1 Unkind, tease or bully? Y1 Who can help? (2) Y2 Being a good friend Y2 An act of kindness Y2 A helping hand Y3 How can we solve this problem? Y4 Ok or not ok? (part 1) Y4 An email from Harold! Y4 Can you sort it? Y4 Keeping ourselves safe

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	Y5 Give and take Y5 It could happen to anyone Y5 How good a friend are you? Y5 Qualities of friendship Y5 Relationship cake recipe Y5 Being assertive Y5 The land of the Red People Y6 Solve the friendship problem Y6 Advertising friendships! Y6 Dan's day Y6 Joe's story (part 1) Y6 What's the risk? (1) Y6 Joe's story (part 2)
<p>4. 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.</p>	N 7-11 year-olds - How caring a friend are you? N 7-11 year-olds - Qualities of friendship R Who can help me? R My feelings Y1 Surprises and secrets Y1 Who can help? (2) Y1 Who can help? (1) Y1 Unkind, tease or bully? Y1 How are you listening? Y1 It's not fair! Y1 Harold has a bad day Y2 Solve the problem Y3 How can we solve this problem? Y3 Friends are special Y4 Ok or not ok? (part 1) Y4 Ok or not ok? (part 2) Y4 Can you sort it? Y4 What would I do? Y5 Qualities of friendship Y5 How good a friend are you? Y5 Relationship cake recipe Y6 Advertising friendships! Y6 Solve the friendship problem Y6 Joe's story (part 2)
<p>5. 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.</p>	N 7-11 year-olds - Qualities of friendship R My feelings R Who can help me? R My feelings (2) Y1 How are you listening? Y1 Pass on the praise! Y2 Solve the problem Y2 Getting on with others Y3 Relationship Tree Y4 Ok or not ok? (part 2) Y4 Ok or not ok? (part 1) Y4 Islands Y4 What would I do? Y4 Can you sort it? Y4 Keeping ourselves safe Y4 My feelings are all over the place! Y4 How dare you! Y5 Qualities of friendship Y5 It could happen to anyone Y5 Ella's diary dilemma Y5 Relationship cake recipe

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	Y5 Being assertive Y6 Solve the friendship problem Y6 Advertising friendships! Y6 Assertiveness skills (formerly Behave yourself - 2) Y6 What's the risk? (1) Y6 Joe's story (part 1)
Respectful relationships	
Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. 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	N 7-11 year-olds - Qualities of friendship N 7-11 year-olds - What makes me ME! R All about me R Same and different R Me and my special people R Kind and caring (2) R Same and different families R Same and different homes R What makes me special R I'm special, you're special Y1 Same or different? Y1 Pass on the praise! Y1 How are you listening? Y2 What makes us who we are? Y3 Respect and challenge Y3 Zeb Y3 How can we solve this problem? Y3 Let's celebrate our differences Y3 Our friends and neighbours Y3 For or against? Y3 Thunks Y4 Friend or acquaintance? Y4 Ok or not ok? (part 1) Y4 Ok or not ok? (part 2) Y4 Making choices (formerly Ed6 Learns to be human) Y4 The people we share our world with Y4 Under pressure Y4 What makes me ME! Y4 Can you sort it? Y4 What would I do? Y5 Qualities of friendship Y5 Spot bullying Y5 Happy being me Y5 Kind conversations Y5 Being assertive Y5 The land of the Red People Y5 Is it true? Y5 Help! I'm a teenager - get me out of here! Y5 Stop, start, stereotypes Y6 Respecting differences Y6 OK to be different Y6 Is this normal? Y6 Joe's story (part 1) Y6 Behave yourself Y6 I look great! Y6 What's the risk? (1) Y6 Boys will be boys? - challenging gender stereotypes

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	Y6 Media manipulation Y6 Don't force me Y6 We have more in common than not Y6 Tolerance and respect for others
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	N 7-11 year-olds - What makes me ME! N 7-11 year-olds - Qualities of friendship N 5-6 year-olds - Our new Keeping Safe rules R My feelings Y1 Why we have classroom rules Y1 Harold has a bad day Y1 It's not fair! Y1 Same or different? Y2 How do we make others feel? Y2 Our ideal classroom (1) Y2 An act of kindness Y2 What makes us who we are? Y3 Let's celebrate our differences Y3 Thunks Y3 For or against? Y3 Our friends and neighbours Y4 Ok or not ok? (part 1) Y4 What would I do? Y4 Human machines Y4 Can you sort it? Y4 What makes me ME! Y4 The people we share our world with Y4 My feelings are all over the place! Y5 Kind conversations Y5 Happy being me Y5 Ella's diary dilemma Y5 Qualities of friendship Y5 Help! I'm a teenager - get me out of here! Y5 Is it true? Y5 The land of the Red People Y6 Respecting differences Y6 Tolerance and respect for others Y6 Assertiveness skills (formerly Behave yourself - 2) Y6 Boys will be boys? - challenging gender stereotypes Y6 I look great! Y6 Behave yourself
3. The conventions of courtesy and manners.	N 5-6 year-olds - Our new Keeping Safe rules N 4-5 year-olds - Being helpful and caring for our environment N 7-11 year-olds - Qualities of friendship R My feelings R My feelings (2) R Same and different homes R Kind and caring (2) R Kind and caring (1) R Being helpful at home and caring for our classroom R Caring for our world Y1 It's not fair! Y1 Harold has a bad day Y1 Why we have classroom rules Y1 Harold's school rules Y1 Pass on the praise! Y2 An act of kindness

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	Y2 Our ideal classroom (2) Y2 Getting on with others Y3 Respect and challenge Y3 For or against? Y3 Thunks Y4 In the news! Y4 What would I do? Y5 Qualities of friendship Y5 Happy being me Y5 Help! I'm a teenager - get me out of here! Y5 Relationship cake recipe Y6 Respecting differences
4. The importance of self-respect and how this links to their own happiness.	N 7-11 year-olds - Qualities of friendship N 7-11 year-olds - What makes me ME! N 5-6 year-old - You can do it! R All about me R Same and different R I'm special, you're special R What makes me special Y4 What makes me ME! Y4 Keeping ourselves safe Y4 How dare you! Y4 Ok or not ok? (part 2) Y5 Happy being me Y5 Ella's diary dilemma Y5 Kind conversations Y5 Qualities of friendship Y5 Relationship cake recipe Y5 Help! I'm a teenager - get me out of here! Y5 The land of the Red People Y6 Behave yourself Y6 I look great! Y6 Joe's story (part 1) Y6 What's the risk? (1) Y6 Assertiveness skills (formerly Behave yourself - 2) Y6 Media manipulation
5. 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.	N 7-11 year-olds - Qualities of friendship N 5-6 year-olds - Taking care of something R All about me R Same and different Y1 Pass on the praise! Y1 Harold's school rules Y1 Taking care of something Y1 Unkind, tease or bully? Y1 Who can help? (2) Y1 Harold has a bad day Y2 Bullying or teasing? Y2 Types of bullying Y2 Don't do that! Y2 Getting on with others Y3 Zeb Y4 Ok or not ok? (part 2) Y4 Ok or not ok? (part 1) Y4 Safety in numbers Y4 The people we share our world with Y4 Can you sort it? Y4 What would I do? Y5 Qualities of friendship



Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	Y5 Kind conversations Y5 Taking notice of our feelings Y5 Ella's diary dilemma Y5 Happy being me Y5 The land of the Red People Y5 Relationship cake recipe Y6 Respecting differences Y6 Assertiveness skills (formerly Behave yourself - 2) Y6 Don't force me Y6 Joe's story (part 2) Y6 Behave yourself Y6 Tolerance and respect for others Y6 We have more in common than not Y6 Acting appropriately
6. 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.	Y1 Who can help? (2) Y1 Unkind, tease or bully? Y2 Don't do that! Y2 Types of bullying Y2 Bullying or teasing? Y2 Getting on with others Y3 Zeb Y3 Let's celebrate our differences Y4 Safety in numbers Y4 What would I do? Y4 Keeping ourselves safe Y4 Under pressure Y4 How dare you! Y5 Happy being me Y5 Is it true? Y5 Stop, start, stereotypes Y6 OK to be different Y6 Acting appropriately Y6 We have more in common than not Y6 Behave yourself Y6 What's the risk? (1) Y6 Boys will be boys? - challenging gender stereotypes
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Y3 Zeb Y3 Family and friends Y4 That is such a stereotype! Y5 Happy being me Y5 Stop, start, stereotypes Y5 Is it true? Y6 Boys will be boys? - challenging gender stereotypes Y6 Media manipulation Y6 Two sides to every story
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	N 4-5 year-olds - Looking after my friends R Looking after my friends Y1 Surprises and secrets Y1 Good or bad touches? Y2 I don't like that! Y3 None of your business! Y4 Islands Y4 Secret or surprise? Y5 Ella's diary dilemma Y5 Growing up and changing bodies Y6 Assertiveness skills (formerly Behave yourself - 2)

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	Y6 Fakebook friends Y6 Don't force me Y6 It's a puzzle Y6 Think before you click!
Online relationships	
Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. That people sometimes behave differently online, including by pretending to be someone they are not.	Y3 None of your business! Y3 I am fantastic! Y5 Spot bullying Y5 Play, like, share Y6 Fakebook friends Y6 Media manipulation Y6 Pressure online
2. 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.	N 7-11 year-olds - How do we make a difference? Y3 Zeb Y3 None of your business! Y3 Let's celebrate our differences Y3 Relationship Tree Y4 How do we make a difference? Y5 Spot bullying Y5 Play, like, share Y5 Communication Y5 Is it true? Y6 It's a puzzle Y6 Think before you click!
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	R Keeping safe online Y3 Super Searcher Y3 None of your business! Y4 Picture Wise Y5 Spot bullying Y5 Is it true? Y5 Communication Y5 Play, like, share Y6 It's a puzzle Y6 Think before you click! Y6 Traffic lights Y6 Pressure online Y6 To share or not to share? Y6 What's the risk? (2)
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Y3 None of your business! Y3 Super Searcher Y3 Recount task Y5 Fact or opinion? Y5 Is it true? Y5 Play, like, share Y6 It's a puzzle Y6 Think before you click! Y6 Pressure online
5. How information and data is shared and used online.	Y3 Super Searcher Y3 None of your business! Y4 That is such a stereotype! Y4 Picture Wise Y4 In the news! Y4 Raisin challenge (2) Y5 Spot bullying Y5 Is it true? Y5 Play, like, share

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	Y6 It's a puzzle Y6 Traffic lights Y6 Pressure online Y6 To share or not to share?

## Being safe

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Y1 Surprises and secrets Y1 Good or bad touches? Y1 Harold's school rules Y2 How safe would you feel? Y2 Should I tell? Y2 What should Harold say? Y2 Fun or not? Y2 Some secrets should never be kept Y3 Safe or unsafe? Y3 None of your business! Y3 Dan's dare Y3 Raisin challenge (1) Y4 Secret or surprise? Y4 Islands Y4 Raisin challenge (2) Y4 How dare you! Y5 Ella's diary dilemma Y5 Taking notice of our feelings Y5 Is it true? Y5 Play, like, share Y5 Would you risk it? Y6 It's a puzzle Y6 Think before you click! Y6 To share or not to share? Y6 Pressure online Y6 What's the risk? (2) Y6 Acting appropriately Y6 What's the risk? (1)
2. 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.	R Keeping safe online Y1 Surprises and secrets Y1 Good or bad touches? Y2 Should I tell? Y2 Some secrets should never be kept Y2 Respecting privacy Y2 My body, your body Y3 Secret or surprise? Y4 Secret or surprise? Y5 Dear Ash Y5 Ella's diary dilemma Y5 Growing up and changing bodies Y6 Acting appropriately Y6 What's the risk? (2) Y6 To share or not to share? Y6 Dear Ash Y6 It's a puzzle
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	R Listening to my feelings (1) R Me and my body - girls and boys Y1 Keeping privates private Y2 I don't like that! Y2 Fun or not? Y2 Some secrets should never be kept

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	Y3 Body space Y4 Secret or surprise? Y4 Islands Y5 Growing up and changing bodies Y5 Taking notice of our feelings Y6 To share or not to share? Y6 Pressure online Y6 Acting appropriately Y6 Making babies
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Y1 Surprises and secrets Y2 I don't like that! Y2 What should Harold say? Y2 Some secrets should never be kept Y3 Safe or unsafe? Y3 Danger or risk? Y3 None of your business! Y4 Secret or surprise? Y4 Danger, risk or hazard? Y5 Taking notice of our feelings Y5 Dear Ash Y5 Play, like, share Y6 It's a puzzle Y6 Dear Ash Y6 Joe's story (part 1) Y6 Acting appropriately Y6 What's the risk? (2) Y6 Pressure online
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	R People who help to keep me safe R Listening to my feelings (1) R Keeping safe online R Who can help me? Y1 Surprises and secrets Y1 Thinking about feelings Y1 Good or bad touches? Y1 Our feelings Y1 Who can help? (1) Y2 Should I tell? Y2 How safe would you feel? Y2 Fun or not? Y3 Safe or unsafe? Y3 The Risk Robot Y3 None of your business! Y4 Secret or surprise? Y4 Islands Y4 Danger, risk or hazard? Y5 Dear Ash Y5 Taking notice of our feelings Y6 Pressure online Y6 Acting appropriately Y6 Dear Ash
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	N 4-5 year-olds - Looking after my friends R Same and different R My feelings (2) R Looking after my friends R Keeping safe online R Listening to my feelings (1) R People who help to keep me safe Y1 Surprises and secrets

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	Y2 Feeling safe Y3 Raisin challenge (1) Y4 Who helps us stay healthy and safe? Y4 How dare you! Y5 Dear Ash Y6 Dear Ash Y6 Acting appropriately Y6 Joe's story (part 1) Y6 Behave yourself Y6 Making babies
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	R Listening to my feelings (1) Y1 Surprises and secrets Y1 Keeping privates private Y1 Good or bad touches? Y2 Feeling safe Y4 Who helps us stay healthy and safe? Y4 Secret or surprise? Y4 All change! Y4 Safety in numbers Y5 Dear Ash Y5 Taking notice of our feelings Y6 Making babies Y6 Don't force me Y6 Joe's story (part 1) Y6 Acting appropriately Y6 To share or not to share? Y6 Dear Ash Y6 Is this normal?
8. Where to get advice e.g. family, school and/or other sources.	R People who help to keep me safe R My feelings (2) R Who can help me? Y1 Surprises and secrets Y1 Good or bad touches? Y2 Feeling safe Y3 Helping each other to stay safe Y4 Who helps us stay healthy and safe? Y5 Taking notice of our feelings Y5 Dear Ash Y6 Dear Ash Y6 Acting appropriately Y6 Making babies

## Physical Health and Mental Wellbeing (Health Education)

### Mental wellbeing

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. That mental wellbeing is a normal part of daily life, in the same way as physical health.	N 7-11 year-olds - How caring a friend are you? Y1 Our feelings Y4 Different feelings Y5 How good a friend are you? Y6 Fakebook friends Y6 Rat Park Y6 Dan's day Y6 Five Ways to Wellbeing project

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p>N 7-11 year-olds - How caring a friend are you?  N 4-5 year-olds - Yes I can!  N 5-6 year-olds - Sam moves away  R Yes, I can!  R Bouncing back when things go wrong  Y1 Thinking about feelings  Y1 Our feelings  Y1 Harold loses Geoffrey  Y1 Feelings and bodies  Y2 How are you feeling today?  Y2 Sam moves away  Y2 I don't like that!  Y2 Let's all be happy!  Y2 Some secrets should never be kept  Y3 My special pet  Y4 Different feelings  Y4 Secret or surprise?  Y4 Moving house  Y5 How good a friend are you?  Y5 How are they feeling?  Y5 Our emotional needs  Y6 Helpful or unhelpful? Managing change  Y6 Dan's day</p>
<p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>N 5-6 year-olds - Sam moves away  N 4-5 year-olds - Yes I can!  N 7-11 year-olds - How caring a friend are you?  R My feelings (2)  R Same and different  R Yes, I can!  R Bouncing back when things go wrong  Y1 Thinking about feelings  Y1 Feelings and bodies  Y1 Our feelings  Y2 Harold's picnic  Y2 An act of kindness  Y2 When I feel like erupting  Y2 How are you feeling today?  Y2 How do we make others feel?  Y2 My day  Y3 My special pet  Y4 Moving house  Y4 An email from Harold!  Y4 Secret or surprise?  Y4 Different feelings  Y4 Ok or not ok? (part 2)  Y4 Ok or not ok? (part 1)  Y4 My feelings are all over the place!  Y4 When feelings change  Y5 How are they feeling?  Y5 How good a friend are you?  Y5 Our emotional needs  Y6 Dan's day  Y6 Rat Park  Y6 I look great!</p>
<p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>Y1 Our feelings  Y1 Thinking about feelings  Y2 When I feel like erupting  Y3 My special pet</p>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	Y4 Different feelings Y4 Islands Y4 When feelings change Y4 My feelings are all over the place! Y4 How dare you! Y5 How are they feeling? Y5 Our emotional needs Y6 Rat Park Y6 Dan's day Y6 Helpful or unhelpful? Managing change
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Y2 Harold's picnic Y3 My community Y3 Our helpful volunteers Y4 Volunteering is cool Y5 Mo makes a difference Y6 Five Ways to Wellbeing project Y6 Community art Y6 Action stations! Y6 Rat Park
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Y1 Who are our special people? Y1 Feelings and bodies Y6 Rat Park Y6 Five Ways to Wellbeing project Y6 Helpful or unhelpful? Managing change Y6 Advertising friendships!
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Y1 Feelings and bodies Y1 Our feelings Y1 Thinking about feelings Y2 When someone is feeling left out Y4 An email from Harold! Y6 Five Ways to Wellbeing project Y6 Rat Park
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Y1 Unkind, tease or bully? Y1 Who can help? (2) Y3 Zeb Y3 Let's celebrate our differences Y4 Under pressure Y5 Spot bullying Y5 Communication
9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	R Who can help me? Y2 Let's all be happy! Y4 Moving house Y5 Our emotional needs Y6 Rat Park Y6 Helpful or unhelpful? Managing change

#### Internet safety and harms

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. That for most people the internet is an integral part of life and has many benefits.	Y3 Super Searcher Y6 It's a puzzle
2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on	Y4 That is such a stereotype! Y4 Raisin challenge (2) Y5 Is it true? Y6 Five Ways to Wellbeing project Y6 I look great!



Statutory requirement	SCARF lesson plans that support the teaching and learning of this
their own and others' mental and physical wellbeing.	Y6 Boys will be boys? - challenging gender stereotypes Y6 Media manipulation
3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Y3 Super Searcher Y3 None of your business! Y4 Picture Wise Y5 Is it true? Y5 Play, like, share Y6 It's a puzzle Y6 Traffic lights Y6 To share or not to share?
4. Why social media, some computer games and online gaming, for example, are age restricted.	Y3 As a rule Y5 Spot bullying Y5 Star qualities? Y6 Think before you click! Y6 Fakebook friends
5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	Y3 Let's celebrate our differences Y3 None of your business! Y3 Zeb Y4 Under pressure Y5 Play, like, share Y5 Is it true? Y6 It's a puzzle Y6 Think before you click! Y6 Media manipulation Y6 To share or not to share?
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Y3 Super Searcher Y3 Recount task Y4 Raisin challenge (2) Y4 In the news! Y5 Fact or opinion? Y5 Is it true? Y5 What's the story? Y5 Smoking: what is normal? Y6 What's the risk? (2) Y6 Two sides to every story Y6 Fakebook friends Y6 Boys will be boys? - challenging gender stereotypes
7. Where and how to report concerns and get support with issues online.	Y3 None of your business! Y4 In the news! Y5 Play, like, share Y6 It's a puzzle Y6 To share or not to share?

#### Physical health and fitness

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. The characteristics and mental and physical benefits of an active lifestyle.	Y1 Healthy me Y2 My body needs...
2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	R Move your body Y2 My day Y5 What's the story? Y6 Five Ways to Wellbeing project

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
3. The risks associated with an inactive lifestyle (including obesity).	Y1 Healthy me Y5 What's the story?
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	Y1 Inside my wonderful body! Y4 Who helps us stay healthy and safe?

### Healthy eating

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	R Move your body R Healthy eating (1) R Healthy eating (2) Y1 I can eat a rainbow Y1 Eat well Y2 My body needs... Y2 My day Y3 Derek cooks dinner! (healthy eating) Y4 Danger, risk or hazard? Y4 SCARF Hotel Y5 What's the story?
2. The principles of planning and preparing a range of healthy meals.	R Healthy eating (2) R Healthy eating (1) Y1 Eat well Y1 I can eat a rainbow Y3 Derek cooks dinner! (healthy eating) Y4 SCARF Hotel
3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	R Keeping Myself Safe - What's safe to go into my body (including medicines) Y1 I can eat a rainbow Y1 Eat well Y3 Derek cooks dinner! (healthy eating) Y3 Alcohol and cigarettes: the facts Y3 Help or harm? Y4 SCARF Hotel Y4 Know the norms (formerly Tell Ed6) Y6 Rat Park Y6 What sort of drug is...? Y6 Drugs: it's the law! Y6 Alcohol: what is normal? Y6 Joe's story (part 1)

### Drugs, alcohol and tobacco

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Y1 What could Harold do? Y2 Harold's picnic Y3 Help or harm? Y3 Alcohol and cigarettes: the facts Y5 'Thinking' about habits Y5 Smoking: what is normal? Y5 Drugs: true or false? Y5 Getting fit Y6 What sort of drug is...? Y6 Rat Park Y6 Alcohol: what is normal? Y6 Drugs: it's the law!

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	Y6 What's the risk? (1)
Health and prevention	
Statutory requirement	SCARF lesson plans that support the teaching and learning of this
3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	R Keeping Myself Safe - What's safe to go into my body (including medicines) R Move your body R A good night's sleep Y1 Super sleep Y1 Healthy me Y2 My body needs...
4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	R A good night's sleep R Move your body R What's safe to go onto my body Y1 Healthy me Y1 Harold's wash and brush up Y2 Harold's bathroom
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	R What's safe to go onto my body R Move your body Y1 Harold's wash and brush up Y1 Catch it! Bin it! Kill it! Y2 Harold's postcard - helping us to keep clean and healthy Y3 Poorly Harold Y4 Medicines: check the label Y6 What is HIV?
6. The facts and science relating to allergies, immunisation and vaccination.	Y2 Harold's postcard - helping us to keep clean and healthy
Basic first-aid	
Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. How to make a clear and efficient call to emergency services if necessary.	Y1 Basic first aid Y2 Feeling safe Y2 Basic first aid Y3 Basic first aid Y4 Basic first aid Y5 Basic first aid Y6 Basic first aid
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Y1 Basic first aid Y2 Basic first aid Y3 Basic first aid Y4 Basic first aid Y5 Basic first aid Y6 Basic first aid
Changing adolescent body	
Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Y1 Taking care of a baby Y1 Then and now Y2 Haven't you grown! Y2 My body, your body Y3 My changing body Y4 Period positive Y4 All change! Y4 My feelings are all over the place! Y5 Growing up and changing bodies

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	Y5 Help! I'm a teenager - get me out of here! Y5 Changing bodies and feelings Y6 Is this normal? Y6 Making babies
2. About menstrual wellbeing including the key facts about the menstrual cycle.	Y3 My changing body Y4 Period positive Y5 Growing up and changing bodies Y6 Making babies Y6 Is this normal?

## Appendix 2 Creating a safe learning environment

<https://www.coramlifeeducation.org.uk/scarf/creating-a-safe-learning-environment>

### Before getting started

In order to establish a safe learning environment, it's recommended good practice\* to:

- Link PSHE and emotional health and wellbeing education into the whole-school approach to supporting pupil welfare and safety. The use of SCARF to build a positive, respectful ethos in school can help with this.
- Work with pupils to establish ground rules about how they will behave towards each other in discussion, rather than imposing rules on them. This helps rules to be more meaningful and relevant (see examples, below).
- Ensure that ground rules/class agreements reflect the school's wider policies and practice in relation to managing sensitive issues.
- Provide opportunities for children to ask questions anonymously, by using a Question Box or 'Ask it Basket', for example. This enables children to ask questions that concern them without having to do so in front of their peers.
- Offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class; this can help some children to feel more confident.
- Provide balanced information including a variety of views to help pupils clarify their own opinions (whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form).
- Be aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed.
- Provide information to children about how they can get help and support both in school and outside, as appropriate.
- Always work within the school's policies on safeguarding and confidentiality, in particular making it clear to children your school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons.
- Depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters and storylines etc.

### Setting ground rules or a class working agreement

Although ground rules are most meaningful and effective when developed as a class, there are basic elements that should be encouraged, including:

- Listen to and respect each other
- Use language that won't offend or upset other people.
- Use the correct terms, and if we don't know them, we'll ask for help.
- Comment on what was said, not the person who said it.
- Don't share our own, or our friends', personal experiences.
- Don't put anyone on the spot or ask personal questions
- We have the right to pass.
- Don't judge or make assumptions about anyone.

### What works best

Research by the PSHE Association about what teachers report to be the most effective ground rules that they works best when:

- Written in children's own words
- Displayed in the classroom
- Monitored by children themselves
- Upheld consistently by the teacher as well as the children, without exception.

Some teachers also felt that getting children to sign an informal contract also worked well.

You will find short films that demonstrate setting up class agreements with both younger and older children in the SCARF resources.

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

## Appendix 3. Useful resources

### **Coram Life Education Online Teaching and Learning Training Film Clips and RSE**

**Guidance Document:** supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

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

### PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

### The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>