



## PSHE and RSE (Prep School) Policy

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Description: This policy outlines the Prep School's approach to the teaching of Personal, Social, Health, Economic (PSHE) education and Relationship and Sex Education (RSE).

### OUR SCHOOL AIMS

- ❖ *To be a safe and trusted foundation for our pupils to achieve their individual academic, social and creative potential.*
- ❖ *To cultivate the skills, knowledge, self-awareness and academic credentials our pupils will need to confidently meet the challenges of our rapidly changing world.*
- ❖ *To instil and nurture a strong sense of social responsibility, integrity and environmental awareness so our pupils positively contribute to a sustainable and just society.*
- ❖ *To guide each pupil in the discovery, delight and development of their individual gifts, talents and character.*
- ❖ *To create and sustain an inclusive and contemporary school culture, where diversity, difference and individuality are recognised and celebrated.*
- ❖ *To prioritise physical and emotional wellbeing across every facet of our school community.*

### **1.0 HOW THIS POLICY WAS DEVELOPED**

1.1 This policy has been developed in consultation with governors, staff, pupils and parents at Lingfield College Prep School. The consultation and policy development process involved the following steps:

- **Review** –the PSHE Leads, Headteacher and Director of Studies implemented a whole school curriculum for the teaching of RSE called Coram Life Education. By doing so they ensured that all national and local guidance was taken into consideration.
- **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
- **Pupil consultation** – we investigated what exactly pupils want from their PSHE and RSE lessons
- **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy.

Once amendments were made, the policy was shared with all and ratified.



- 1.2 We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils. It has been approved by the school's governing body.

## **2.0 LEGAL REQUIREMENTS OF SCHOOLS**

- 2.1 The Education (Independent School Standards) (England) Regulations 2014 (Part 1, (2), (d) (i) and (ii)) states that independent schools must include PSHE Education which reflects the school's aim and ethos (see our school aims above); and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. (Appendix 5)
- 2.2 This policy also complies with Part 2 Paragraph 5 of The Education (Independent School Standards) (England) Regulations 2014 about the Spiritual, Moral, Social, Cultural (SMSC) development of pupils.
- 2.3 Since September 2020, it has been a statutory requirement for all primary schools including independent schools to deliver Relationships Education. (The Relationships Education, RSE, and Health Education (England) Regulations 2019)
- 2.4 As the Independent School Standards Regulations 2014 do not outline specific content for Health Education, Lingfield College Prep has decided to develop our curriculum using the principles in the DfE guidance on Health Education and have included the statutory state school Health Education content for pupils to know by the end of Year 6 within our PSHE curriculum.
- 2.5 The Department of Education (DfE) encourages all primary schools to deliver non-statutory 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.

## **3.0 WHAT PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION INCLUDING RELATIONSHIPS AND SEX EDUCATION (RSE), IS:**

- 3.1 Our PSHE education, including statutory Relationships Education across all year groups and non-statutory Sex Education in Year 6, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.
- 3.2 The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful, and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:
  - Awareness to make informed choices and decisions.
  - Encourage and support the development of social skills and social awareness.
  - Enable pupils to make sense of their own personal and social experiences.
  - Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
  - Enable effective interpersonal relationships and develop a caring attitude towards others.
  - Encourage a caring attitude towards and responsibility for the environment.



- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers.
- Understand how society works and the laws, rights and responsibilities involved.

3.3 We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

#### **4.0 HOW PSHE EDUCATION, INCLUDING RELATIONSHIPS EDUCATION, IS PROVIDED AND WHO IS RESPONSIBLE FOR THIS**

- 4.1 At Lingfield College Prep school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the [National Curriculum](#).
- 4.2 We follow the SCARF six suggested half termly units and adapt the scheme of work where necessary to meet the needs of our pupils and the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. Pupils are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.
- 4.3 Our PSHE Coordinators work in conjunction with teaching staff in each year group and the Prep School Senior Management Team and are 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 Coordinators in the first instance to discuss their training needs.
- 4.4 Lessons can be in the weekly standalone PSHE lesson or be cross curricular as appropriate. 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 Coordinators often discuss this on an informal basis.
- 4.5 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.

#### **5.0 WHAT IS BEING TAUGHT**

5.1 The SCARF long term planning for both Key Stage 1 and 2 and the Early Years Foundation Stage as well as an overview of the Year 5 Science programme of study related to life-cycles can be found in Appendix 1 and Appendix 2. The main content, sample learning outcomes and key vocabulary of RSE is included in Appendix 3.

#### **5.2 The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.



### 5.3 KSI and KS2

The SCARF programme divides the year into 6 themed units:

- Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
- Valuing Difference: a focus on respectful relationships and British values;
- Keeping Myself Safe: looking at keeping ourselves healthy and safe
- Rights and Responsibilities: learning about money, living the wider world and the environment;
- Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
- Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

5.4 Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

5.5 Within National Curriculum Science in Year Two, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Year Five, children are taught about the life cycles of humans and animals, including reproduction in terms of male and female sex cells joining together to make a baby which grows in the womb for approximately 9 months before being born. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

### 5.6 Puberty

As DfE guidance advises that puberty is taught before onset, this begins within the Growing and Changing unit in the Summer Term of Year 4 and includes teaching about menstruation. It's useful to know that the NHS states that girls as young as 8 years old start menstruating. The statutory guidance states that both boys and girls are to be prepared for the changes that adolescence brings. Best practice states that menstruation education should be delivered to both boys and girls, as learning about menstruation is a concept of reproduction, as covered by the national curriculum Science and fosters good relationships by breaking down the stigma of going through these changes; in turn this can help to reduce bullying and reduce anxiety.

### 5.7 Menstruation Provision

There are disposal facilities for menstruation products in the girls' toilets in Year 5, Year 6 and PE Changing Rooms and within the medical room in the school office. The school has menstruation supplies in the school office and Year 5 and 6 storage rooms. Provisions are also taken on school trips within the first aid bags. This is first communicated to the pupils within the Year 4 menstruation lesson and as part of transition in UKS2.



## 5.8 Sex Education

It is important that the transition phase before moving to senior education supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Year Six, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

In the Prep school, we will **not** be covering abortion, oral sex, sex between couples of the same gender or contraception methods, except for the use of a condom as a barrier to stop sperm reaching an egg (in Year 6 only). If pupils have questions regarding these topics, parents will be contacted and pupils will be referred to parents, they will not be discussed in school.

## 5.9 Votes for Schools

Many aspects of PSHE are also taught through the school's weekly timetabled Votes for Schools lessons in Years 2-6. Some lessons are taught in Year 1 depending on time available in the curriculum. Votes for Schools creates weekly lessons that spark conversation and debate. Pupil voice is at the forefront with:

- Activities designed to improve oracy, critical thinking and media literacy skills,
- A national voting platform that captures what young people think about key issues,
- Direct, personal responses from organisations, changemakers and influential figures, which showcase the impact of pupil voice.

Votes for Schools supports Lingfield College and our PSHE curriculums by providing:

- Evidence of full coverage of SMSC, British Values & Prevent curriculum criteria throughout the academic year,
- Mapping to the UN Convention on the Rights of the Child, the UN's Sustainable Development Goals (SDGs) and the SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) Wellbeing Indicators and GIRFEC (Getting it right for every child).
- Termly and annual curriculum overviews showing development in all areas.

(See Appendix 4 for further details)

## 6.0 HOW PSHE EDUCATION, INCLUDING RELATIONSHIPS EDUCATION AND SEX EDUCATION, IS TAUGHT

- PSHE including Relationships Education lessons are usually taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. All lessons will be taught to mixed sex groupings, but we may at times have additional follow up single sex group discussions if required e.g. discussing with girls how period products are used. Sex Education is only taught in Year 6 (How babies are made).
- In addition to the taught PSHE and RSE curriculum we provide enrichment opportunities through Anti-Bullying Week, Children's Mental Health Awareness Week, Pride Month, Internet Safety Day and various workshops/talks run by carefully selected external providers/experts e.g. Coram SCARF, fire officers, national charities. Assemblies also support the delivery of PSHE through planned themes linked to SCARF.



- To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a class/group agreement (e.g. ROCK Agreement – See Appendix 6) at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box.
- The following are protocols we use for discussion-based lessons with pupils:
  - Ground rules and class/group agreement are in place and understood (e.g. ROCK Agreement);
  - Answer children’s questions factually and honestly in an age-appropriate way;
  - No one (teacher or pupil) will have to answer a personal question;
  - No one will be forced to take part in a discussion;
  - Pupils can write anonymous questions e.g. through ‘ask it baskets’ or a ‘question box’;
  - Only the anatomical names for body parts will be used;
  - Meanings of words will be explained in a sensible and factual way;
  - Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school’s policy in this matter and contact DSL.

## **6.2 Answering difficult questions and sensitive issues**

- Teachers are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Pupils will be educated on the safest way to find information i.e. asking teachers, parents. Pupils will be taught the risks and advised not to go online independently to find out this information. The school believes that individual teachers use their skill and discretion in this area and refer to the designated safeguarding lead if required.
- The following protocols are used for answering difficult questions:
  - Follow the ground rules and class/group agreement e.g. do not give personal responses.
  - Consider whether the question/issue requires an individual or whole class/group response.
  - Ask the pupil what they think the answer is, or what they think something means – as this will provide a clearer picture of their understanding.
  - Questions or comments from younger pupils using terminology taught in older year groups (other than the non-statutory Year 6 Sex Education) will be responded to honestly and factually.
  - Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later. Be prepared with a response such as ‘That’s a really interesting question and it deserves a good answer – let me have a think about it (for a minute) / (and get back to you later). Consider consulting senior colleagues if required.
  - If a child shares worries about their own sexuality, teachers should raise this with the Key Stage lead and/or head teacher prior to any conversation with the child’s parents.
  - On occasions it may be considered that the people/person best placed to answer a pupil’s question is their family/carer/s, and the school will liaise with the pupil’s family appropriately. e.g. if question is outside the boundaries of age appropriateness.



- Teachers will respond to any disclosures following the schools safeguarding procedures/child protection policy.

### **6.3 Additional support**

Support is provided to children experiencing difficulties on a one-to-one basis, via appropriate adults which may include class teacher, SENCO, ELSA support, play therapist or headteacher. Teachers will signpost pupils to additional support as required. Relevant websites and posters can be found on display and on our Firefly portal which signposts pupils to sources of help and advice (for example where to go for help with online bullying), alongside suitable books which can be found in the library. Pupils in KS2 also have 'Reflective Journals' which include information offering support and advice.

## **7.0 HOW PSHE EDUCATION IS MONITORED, EVALUATED AND ASSESSED**

7.1 We use the following methods of monitoring and assessing learning within PSHE:

- **SCARF Progress**

For each of the six units, there is an option to 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 which will be added to the PSHE Tracker at least once a term.

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. This information is available for the next teacher at the end of each year, as part of transition.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE Coordinators. This work also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject and organising regular training and support for staff.

The PSHE Coordinators give the Director of Studies an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. They have specially allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

## **8.0 HOW THE DELIVERY OF THE CONTENT WILL BE MADE ACCESSIBLE TO ALL PUPILS**

8.1 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).



- 8.2 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.
- 8.3 Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme encourages respect for other people, paying particular regard to the protected characteristics (see Appendix 5). It is 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.
- 8.4 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.
- 8.5 Research shows that, there will be a number of pupils who will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP 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 (see Appendix 7 for the SCARF LGBT briefing). 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.
- 8.6 Please request to see the school's policy on Anti-bullying and Cyberbullying, and the Equality, Diversity and Inclusion policy for further information.

## 9.0 PARENTAL CONCERNS AND WITHDRAWAL OF STUDENTS

- 9.1 Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches in Year 6 but not Relationships Education. They **do not** have a right to withdraw their children from those aspects of Sex Education and puberty that are taught in the statutory National Curriculum Science in Year 5 (Appendix 2). Although not advised as we are using the DfE guidance, parents may withdraw their child/ren from some aspects of 'Puberty' within Health education as specific content about emotional and physical changes is not statutory in independent schools. Parents are invited to view our resources and discuss any concerns with our staff.
- 9.2 Requests to withdraw a child/ren should be made to the head teacher. Before granting a request to withdraw a child/ren, the Prep School head teacher or Director of Studies 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/DoS 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.





- 9.3 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.
- 9.4 It is statutory for our school to show parents examples of the resources (including videos clips) we plan to use. We will provide opportunities for parents in Years 4 to 6, to view examples through class/year group communications either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through the termly curriculum newsletter. 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 family's values in regard to relationships and sex alongside the information they receive at school.

## **10.0 DISSEMINATION OF THE POLICY**

- 10.1 This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.
- 10.2 Should further information about PSHE education be required, please contact the PSHE education Coordinators.

## **11.0 POLICY REVIEW AND DEVELOPMENT PLAN**

The policy will be reviewed annually by the coordinators and every three years, in consultation with parents, teachers and other school staff, governors and pupils unless changes are made in which statutory consultation will take place.

## **12.0 SOURCES OF FURTHER INFORMATION**

- 12.1 This policy has drawn on:
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
  - Creating a PSHE education policy for your school, The PSHE Association (September 2018)
  - Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- 12.2 This policy should be read in conjunction with the following:
- Safeguarding and Child Protection Policy (LP-PW-034) (inc. responding to disclosures)
  - Mental Health, Emotional and Well Being Policy (LP-PW-023)
  - Anti-bullying and Cyberbullying Policy (LP-PW-003)
  - Equality, Diversity and Inclusion Policy (LP-PW-011)
  - E-Safety (Prep School) Policy (LP-PP-012)
  - DfE 'Keeping Children Safe in Education'



### 12.3 Useful resources and websites

- SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (password protected and available to school users online).  
<https://www.coramlifeeducation.org.uk>
- SCARF Parent website: <https://www.coramlifeeducation.org.uk/family-scarf>
- SCARF webpage including suggested books – helping your children understand changes in puberty.
- <https://www.coramlifeeducation.org.uk/rse-for-Y6-and-P7>
- SCARF recommended book list for parents
- <https://clescarfcdn.azureedge.net/assets/4983/Rel-Ed-Parent-Carer-Workshop--Suggested-Book-List-v6.pdf>
- The DfE Health and Sex Education Guide for Parents:
- <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>
- The Sex Education Forum RSE Policy Guidance
- <https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>
- Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence.
- <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected)
- NSPCC PANTS (The Underwear Rule)
- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

### 13.0 LIST OF APPENDICES

Appendix 1: SCARF Long Term plan

Appendix 2: Year 5 Science National Curriculum Programme of Study

Appendix 3: SCARF Relationship Education Content, Learning Outcomes with Key Vocabulary

Appendix 4: Votes for Schools

Appendix 5: Teaching of the 9 Protected Characteristics through the SCARF Scheme

Appendix 6: Example class/group agreement

Appendix 7: Inclusion of LGBT Identities in CLE programmes and SCARF

Appendix 8: Suggested books to support parents/carers in talking with their children about sex and relationships, and related topics

Policy created September 2023

Next review due September 2024



## APPENDIX I



### SCARF LONG TERM PLANS

Year	Autumn 1 Me and my Relationships	Autumn 2 Valuing Difference	Spring 1 Keeping Safe	Spring 2 Rights and Respect	Summer 1 Being my Best	Summer 2 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	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 Keeping safe Safe and unsafe secrets
<b>Y4</b>	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
<b>Y5</b>	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, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	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 2

### Year 5 Science National Curriculum Programme of Study

#### Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

#### Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age.

Pupils should draw a timeline to indicate the stages in the growth and development of humans.

They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

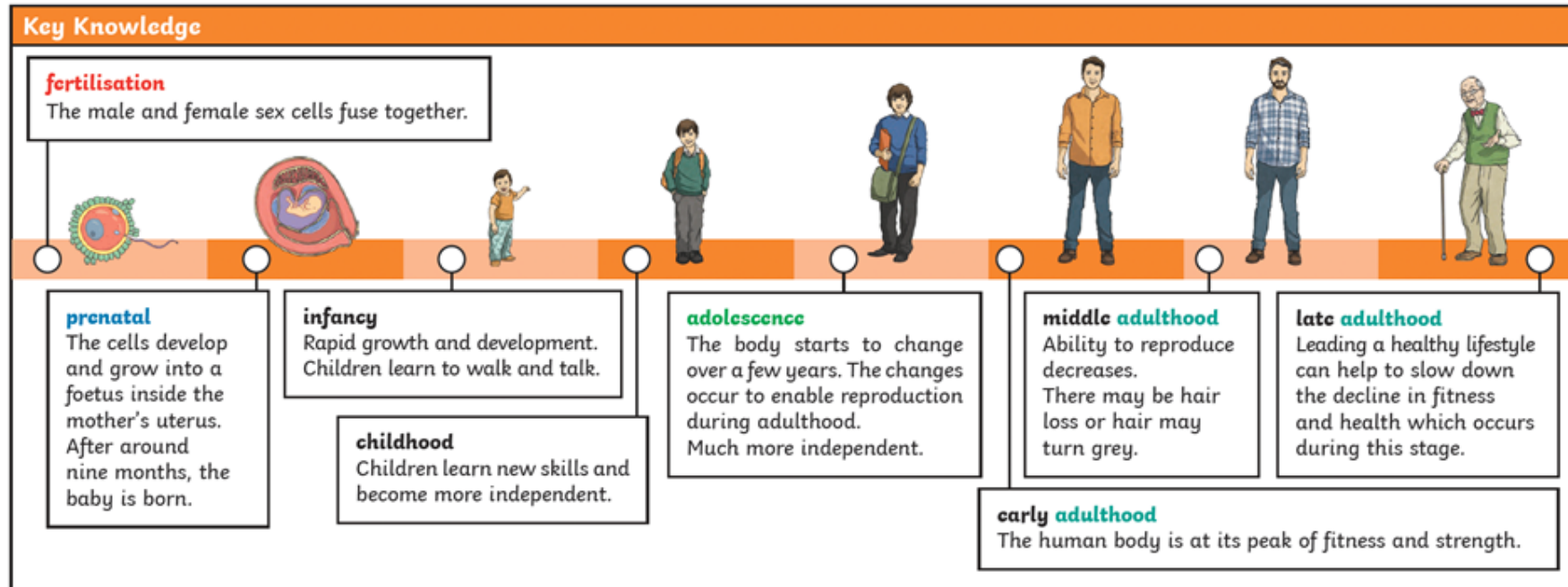
See key knowledge on the next 2 pages.



## Year 5 Science National Curriculum Programme of Study (Resource from Twinkl)

### Animals Including Humans

Year 5



**Key Vocabulary**

<b>fertilisation</b>	The process of the male and female sex cells fusing together.
<b>prenatal</b>	The stage of development from the time of <b>fertilisation</b> to the time of birth.
<b>gestation</b>	The process or time when prenatal development takes place before birth.
<b>reproduce</b>	To produce young.
<b>asexual reproduction</b>	A process where one parent produces new life.
<b>sexual reproduction</b>	A process where two parents – one male and one female – are required to produce new life.
<b>life cycle</b>	The changes a living thing goes through, including reproduction.



**Key Knowledge**

**Puberty for Girls**

**Puberty for Boys**

grow taller

sweat glands produce more sweat

all parts of the body grow


**Key Vocabulary**

<b>adolescence</b>	The social and emotional stage of development between childhood and <b>adulthood</b> .
<b>puberty</b>	The physical stage of development between childhood and <b>adulthood</b> .
<b>menstruation</b>	When the female body discharges the lining of the uterus. This happens approximately once a month.
<b>adulthood</b>	The stage of development when a human is fully grown and mature.
<b>life expectancy</b>	The length of time, on average, that a particular animal is expected to live.



**APPENDIX 3**

**SCARF Relationship Education Content, Learning Outcomes with Key Vocabulary**

		
<b>Content</b>	<b>Sample Learning Activities</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Seasons and change</li> <li>• Life stages in plants, animals and humans</li> <li>• Where do babies come from?</li> <li>• Getting bigger</li> <li>• Me and my body</li> <li>• Looking after my special people</li> <li>• Looking after my friends</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play how you can help your special people (important people in their lives) at home</li> <li>• Read a book together about getting bigger</li> <li>• Using the pairs cards, match up the baby animal with its adult equivalent</li> <li>• Invite a midwife in to talk about her job</li> <li>• 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</li> </ul> <p><b>*Where do babies come from?</b>            A mummy/woman's tummy/womb A type of seed from a woman and a type of seed from a man.</p>	<ul style="list-style-type: none"> <li>• family</li> <li>• special people</li> <li>• same</li> <li>• different</li> <li>• baby</li> <li>• child</li> <li>• teenager</li> <li>• adult</li> <li>• old age</li> <li>• private parts</li> <li>• penis</li> <li>• vulva</li> <li>• seed*</li> <li>• womb</li> </ul>



<b>New Content includes</b>	<b>Sample Learning Outcomes</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"><li>• Our special people</li><li>• Caring behaviour</li><li>• Respecting others</li><li>• Safe touch</li><li>• Unsafe secrets</li><li>• Friendship</li><li>• Communication</li><li>• Bullying</li><li>• Boundaries</li><li>• Privacy including naming genitals</li><li>• Feelings</li></ul>	<ul style="list-style-type: none"><li>• Recognise and name some of the qualities that make a person special to them</li><li>• Identify simple qualities of friendship</li><li>• Identify things they could do as a baby, a toddler and can do now</li><li>• Explain the difference between appropriate and inappropriate touch</li><li>• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep</li><li>• Identify parts of the body that are private (PANTS – NSPCC Acronym)</li></ul>	<ul style="list-style-type: none"><li>• family</li><li>• special people</li><li>• same</li><li>• different</li><li>• respect</li><li>• bully</li><li>• surprise</li><li>• secret</li><li>• uncomfortable</li><li>• trust</li><li>• trusted adult</li><li>• privates</li><li>• penis</li><li>• vulva</li><li>• hygiene</li></ul>





New Content includes	Sample Learning Outcomes	Vocabulary
<ul style="list-style-type: none"><li>• How my behaviour (positive or negative) affects others</li><li>• Becoming more independent</li><li>• Keeping themselves and others safe</li><li>• Growing from young to old and how people's needs change</li><li>• Dealing with loss</li></ul>	<ul style="list-style-type: none"><li>• Identify some of the ways that good friends care for each other</li><li>• Know and use words and phrases that show respect for other people</li><li>• Explain where someone could get help if they were being upset by someone else's behaviour</li><li>• 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.</li><li>• Identify the types of touch they like and do not like</li><li>• Explain that our genitals help us make babies when we are older</li></ul> <p><i>*What do boys have testicles for? So that when they are older, they can make and store the sperm (seed) that helps make a baby, if they choose to do this.</i></p> <p><i>Where do girls store their seeds/eggs? They have something similar called ovaries which store the eggs, but they are kept inside her body, between the hips above the womb.</i></p>	<ul style="list-style-type: none"><li>• family</li><li>• special people</li><li>• unique</li><li>• respect</li><li>• bully</li><li>• arguments</li><li>• uncomfortable</li><li>• consent</li><li>• permission</li><li>• feelings</li><li>• loss</li><li>• change</li><li>• control</li><li>• erupt</li><li>• privacy</li><li>• privates</li><li>• genitals</li><li>• penis</li><li>• testicles (sperm)*</li><li>• vulva</li><li>• nipples</li><li>• ovaries (eggs)*</li></ul>



New Content includes	Sample Learning Outcomes	Vocabulary
<ul style="list-style-type: none"><li>• Change including bereavement</li><li>• Images in the media</li><li>• Protecting personal information online</li><li>• Different types of relationships</li><li>• Healthy and unhealthy relationships (friendships)</li><li>• Discrimination and its consequences</li><li>• Understanding risk</li><li>• Risks of alcohol and smoking</li><li>• Making informed choices</li><li>• Resisting pressure</li></ul>	<ul style="list-style-type: none"><li>• Explain some of the feelings someone might have when they lose something important to them</li><li>• Recognise and describe appropriate behaviour online as well as offline</li><li>• Identify when it is appropriate or inappropriate to allow someone into their body space</li><li>• Recognise who they have positive healthy relationships with</li><li>• Recognise that repeated name calling is a form of bullying</li></ul>	<ul style="list-style-type: none"><li>• Family</li><li>• adoption</li><li>• fostering</li><li>• same sex couple</li><li>• gay</li><li>• lesbian</li><li>• blended family</li><li>• similarities</li><li>• differences</li><li>• gender</li><li>• race</li><li>• colour</li><li>• disability</li><li>• sexuality</li><li>• tolerance</li><li>• prejudice</li><li>• identity</li><li>• friendship</li><li>• risks</li><li>• alcohol</li><li>• cigarettes (nicotine)</li><li>• vapes</li><li>• bullying</li><li>• arguments</li><li>• disputes</li><li>• conflict</li></ul>



<b>New Content includes</b>	<b>Sample Learning Outcomes</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"><li>• <b>Body changes in puberty including menstruation</b></li><li>• <b>Conflicting emotions</b></li><li>• <b>Good and not so good feelings</b></li><li>• <b>Marriage and other relationships</b></li><li>• <b>Consequences of our actions</b></li><li>• <b>Recognise and challenge stereotypes</b></li><li>• <b>Pressures to behave in an unacceptable, unhealthy or risky way</b></li></ul>	<ul style="list-style-type: none"><li>• Understand and explain why puberty happens</li><li>• Understand that for girls, periods are a normal part of puberty</li><li>• Suggest reasons why young people sometimes fall out with their parents</li><li>• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony</li><li>• Define what is meant by 'being responsible '</li><li>• Understand and identify stereotypes, including those promoted in the media</li><li>• Understand that we can be influenced both positively and negatively</li></ul>	<ul style="list-style-type: none"><li>• healthy relationship</li><li>• assertive</li><li>• body language</li><li>• facial expressions</li><li>• influence</li><li>• acquaintance</li><li>• marriage</li><li>• live together</li><li>• civil partnership</li><li>• forced marriage</li><li>• stereotype</li><li>• social norm</li><li>• anti-social behaviour</li><li>• hormones</li><li>• puberty</li><li>• pubic hair</li><li>• eggs / sperm</li><li>• penis / testicles</li><li>• breasts</li><li>• womb / ovaries</li><li>• vagina / vulva</li><li>• clitoris / labia</li><li>• menstrual cycle</li><li>• periods</li><li>• menstruation</li><li>• sanitary protection</li></ul>



New Content includes	Sample Learning Outcomes	Vocabulary
<ul style="list-style-type: none"> <li>• Body changes and feelings during puberty</li> <li>• Changing feelings and the effect on those we live with</li> <li>• Unhealthy relationships</li> <li>• Risky behaviour</li> <li>• Using social media safely</li> <li>• Types of bullying including homophobic</li> <li>• Keeping personal information private online</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some products that they may need during puberty and why</li> <li>• Discuss some of the myths associated with puberty</li> <li>• Recognise some of the feelings associated with feeling excluded or 'left out'</li> <li>• Identify what things make a relationship unhealthy e.g. (lies, broken promises all the time, feeling unsafe, physical abuse, telling someone they are stupid all the time, verbal abuse, being neglected, uncomfortable touching, excluding someone, physical or sexual abuse.)</li> <li>• Explore and share their views about decision making when faced with a risky situation</li> <li>• Recognise that people aren't always who they say they are online</li> <li>• Recognise that some people can get bullied because of the way they express their gender*</li> <li>• Know how to protect personal information online</li> </ul> <p><i>*see definitions used on next page</i></p>	<ul style="list-style-type: none"> <li>• unhealthy relationship</li> <li>• verbal abuse</li> <li>• physical abuse</li> <li>• sexual abuse (touching someone else's private parts without consent)</li> <li>• uncomfortable touching</li> <li>• unwanted touch</li> <li>• discrimination</li> <li>• biological sex*</li> <li>• sexual orientation*</li> <li>• gender identity*</li> <li>• gender expression*</li> <li>• LGBT+*</li> <li>• puberty / genitalia</li> <li>• pubic hair</li> <li>• clitoris / vaginal opening</li> <li>• vulva / lips (labia)</li> <li>• urinary opening</li> <li>• penis / scrotum</li> <li>• foreskin / testicles</li> <li>• anus</li> <li>• wet dream / semen</li> <li>• masturbation</li> <li>• erection</li> <li>• stretch marks</li> <li>• crush / mood swings</li> <li>• menstruation / period</li> <li>• sanitary protection</li> <li>• sanitary towel / tampon</li> </ul>



## Definitions used in Year 5 and Year 6

\*Definitions provided by the [Office for National Statistics and the UK government](#) as of 23.06.22

<b>Biological Sex*</b>	refers to the biological aspects of an individual determined by their anatomy, which is produced by their chromosomes, hormones and interactions. Generally male or female. Assigned at birth.
<b>Gender / Gender Identity*</b>	is a personal internal perception of oneself based on labels of masculinity and femininity. A person may see themselves as a boy/man, girl/woman, having no gender or as non-binary (somewhere on the spectrum between man and woman).
<b>Gender Expression*</b>	how a person shows their gender by the way they act, behave, dress, etc.
<b>Sexual Orientation*</b>	who someone is attracted to, physically and emotionally, e.g. a person of the opposite sex (heterosexual/straight), a person of the same sex (homosexual/gay/lesbian), both (bisexual) or all sexualities and genders (pansexual).
<b>LGBT+</b>	LGBT+ community
<b>Lesbian</b>	A woman who is lesbian/gay prefers to be in a 'romantic' relationships with women.
<b>Gay</b>	A man who is gay prefers to be in 'romantic' relationships with men.
<b>Bi</b>	A person who is bi can be in 'romantic' relationships with people of different genders.
<b>Transgender</b>	A person who is trans is someone who doesn't identify with the gender they were given at birth
<b>+</b>	There are lots of other words that people like to use to describe themselves in this community.



New Content includes	Sample Learning Outcomes	Vocabulary
<ul style="list-style-type: none"> <li>• <b>Body image</b></li> <li>• <b>Sharing images online</b></li> <li>• <b>Forced marriage</b></li> <li>• <b>Conception, reproduction &amp; birth</b></li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that photos can be changed to match society's view of perfect</li> <li>• Explore the risks of sharing photos and films of themselves with other people directly or online</li> <li>• Describe ways in which people show their commitment to each other</li> <li>• Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>• Know the legal age of consent and what it means.</li> <li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby e.g. sexual intercourse, IVF, surrogacy</li> </ul> <p>*FGM – FGM not mentioned by name but pupils told that very occasionally, young people have things done to their bodies that are criminal in this country. These crimes involve cuts made to female genitalia – the vulva - the external area around the opening to the vagina.</p>	<ul style="list-style-type: none"> <li>• marriage</li> <li>• civil partnership</li> <li>• forced marriage</li> <li>• illegal</li> <li>• sexual orientation</li> <li>• gender identity</li> <li>• gender expression</li> <li>• LGBT+</li> <li>• drug laws (possess/supply)</li> <li>• age restrictions</li> <li>• FGM*</li> <li>• eggs</li> <li>• ovaries</li> <li>• sperm</li> <li>• testicles</li> <li>• puberty</li> <li>• vagina</li> <li>• penis</li> <li>• orgasm</li> <li>• embryo</li> <li>• sexual intercourse</li> <li>• consensual</li> <li>• condom</li> <li>• surrogacy</li> <li>• adoption</li> <li>• IVF</li> <li>• age of consent</li> </ul>



### Votes for Schools

Votes for Schools children engage in weekly sessions to:

- **Be Curious**
- **Be Informed**
- **Be Heard**

Votes for schools supports the teaching of SMSC, British Values, PREVENT, UNCRF (United Nations Conventions on the Rights of the Child): and SDG (Sustainable Development Goals) criteria and is divided into 9 key themes.

#### 9 Key Themes of Votes for Schools

<b>1. Health and Well-being</b> <ul style="list-style-type: none"> <li>• Mental Wellbeing</li> <li>• Health and Medicine</li> <li>• Healthy Relationships</li> </ul>	<b>6. Community and Charity</b> <ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Charity &amp; Altruism</li> <li>• Community Action</li> </ul>
<b>2. Equalities and Identity</b> <ul style="list-style-type: none"> <li>• Protected characteristics</li> <li>• Attitudes and isms</li> <li>• Societal Issues</li> </ul>	<b>7. Crime, Justice and Extremism</b> <ul style="list-style-type: none"> <li>• Societal Issues</li> <li>• Authorities and the law</li> <li>• Attitudes and Extremism</li> </ul>
<b>3.Environment and Climate Change</b> <ul style="list-style-type: none"> <li>• Global Warming</li> <li>• Weather and Climate</li> <li>• Nature and eco-systems</li> </ul>	<b>8. Jobs, Economy and Education</b> <ul style="list-style-type: none"> <li>• Careers and Employment</li> <li>• Finances and the Economy</li> <li>• Continuing Education</li> </ul>
<b>4. Global Issues and Politics</b> <ul style="list-style-type: none"> <li>• UK Issues</li> <li>• Global Issues</li> <li>• Politicians and Systems</li> </ul>	<b>9. Culture, Media and the Arts</b> <ul style="list-style-type: none"> <li>• Culture and Heritage</li> <li>• Media and Entertainment</li> <li>• British ‘institutions’</li> </ul>
<b>5. Science and Technology</b> <ul style="list-style-type: none"> <li>• Discoveries and research</li> <li>• Personal Devices and tech</li> <li>• The future of tech</li> </ul>	



## APPENDIX 5

### Teaching of the 9 Protected Characteristics through the SCARF Scheme

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. ***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.***

The teaching and learning of protected characteristics threads through the majority of SCARF lesson plans. The following SCARF lessons have been mapped as they provide greater depth to the relevant protected characteristics.

NB: Details of lessons can only be accessed by teachers who have logins and passwords.

#### Age

**N** Me and my friends

**R/P1** Life stages - plant, animals, humans

**Y3/P4** Our friends and neighbours

**Y3/P4** Let's celebrate our differences

**Y4/P5** Together

**Y5/P6** Happy being me

**Y6/P7** We have more in common than not

**Y6/P7** Democracy in Britain 1 – Elections

**Y6/P7** Democracy in Britain 2 – How (most) laws are made

**Y6/P7** Don't force me

**Y6/P7** Think before you click!

**Y6/P7** To share or not to share?

#### Disability

**Y3/P4** Let's celebrate our differences

**Y3/P4** Zeb

**Y3/P4** I am fantastic!

**Y6/P7** We have more in common than not

**Y6/P7** Media manipulation

#### Gender reassignment

**Y3/P4** I am fantastic!

**Y6/P7** Media manipulation

#### Marriage and civil partnership





**R/P I** Life stages – human life stage – who will I be?

**Y4/P5** Together

**Y6/P7** Don't force me

### **Pregnancy and maternity**

**R/P I** Life stages – human life stage – who will I be?

**R/P I** Where do babies come from?

**Y6/P7** Making babies

### **Race**

**N** Marvellous Me

**N** I'm special

**N** People who are special to me

**Y2/P3** What makes us who we are?

**Y3/P4** Our friends and neighbours

**Y3/P4** Zeb

**Y5/P6** The land of the red people

**Y5/P6** Happy being me

**Y6/P7** We have more in common than not

**Y6/P7** Tolerance and respect for others

### **Religion or belief**

**N** Me and my friends

**N** I'm special

**N** People who are special to me

**R/P I** Same and different families

**R/P I** All about me

**Y1/P2** Who are our special people?

**Y2/P3** What makes us who we are?

**Y3/P4** Our friends and neighbours

**Y3/P4** Let's celebrate our differences

**Y4/P5** Together

**Y4/P5** The people we share our world with

**Y5/P6** The land of the red people

**Y5/P6** Happy being me

**Y6/P7** We have more in common than not

**Y6/P7** Don't force me

**Y6/P7** Is this normal?

**Y6/P7** Acting appropriately

### **Sex**

**N** Girls, boys and families

**R/P I** Me and my body – girls and boys



**Y3/P4** Let's celebrate our differences

**Y3/P4** Zeb

**Y3/P4** I am fantastic!

**Y4/P5** Together

**Y5/P6** Stop, start, stereotypes

**Y5/P6** Growing up and changing bodies

**Y5/P6** The land of the red people

**Y5/P6** Happy being me

**Y6/P7** We have more in common than not

**Y6/P7** Don't force me

**Y6/P7** Media manipulation

**Y6/P7** Making babies

**Y6/P7** Tolerance and respect for others

**Y6/P7** Is this normal?

**Y6/P7** Acting appropriately

### **Sexual orientation**

**N** People who are special to me

**R/P I** Same and different families

**R/P I** Where do babies come from?

**Y3/P4** Our friends and neighbours

**Y3/P4** Zeb

**Y3/P4** Family and friends

**Y4/P5** Together

**Y5/P6** Is it true?

**Y5/P6** Stop, start, stereotypes

**Y6/P7** We have more in common than not

**Y6/P7** Don't force me

**Y6/P7** Media manipulation



## APPENDIX 6

### Examples of class/group agreements for PSHE and RSE discussions

#### Example 1

- 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.

#### Example 2

##### **ROCK Agreement**



**R – Respect**  
**O – Openness**  
**C – Confidentiality**  
**K - Kindness**



## APPENDIX 7

### Inclusion of LGBT Identities in Coram Life Education (CLE) programmes and SCARF

This briefing summarises Lesbian, Gay, Bisexual, and Transgender (LGBT) identities, the DfE's statutory guidelines, best practice recommendations and how Coram Life Education has incorporated these into our programme. CLE takes a values-led approach in the design and delivery of its education programmes and resources. The principles of SCARF are promoted through respectful and safe relationships, celebrating diversity and the rights of children as reflected in the Equality Act and key articles of the UN Convention on the Rights of the Child:

- Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

#### How should schools include LGBT identities into RSE?

The Relationships Education, Relationships and Sex Education and Health Education statutory guidance (2019) states that:

*"...schools should ensure that the needs of all pupils are appropriately met, and that **all pupils understand the importance of equality and respect**. Schools must ensure that they **comply with the relevant provisions of the Equality Act 2010** ... under which sexual orientation and gender reassignment are amongst the protected characteristics." (section 36).*

*"Schools should ensure that all of their teaching is sensitive and age-appropriate in approach and content. **At the point at which schools consider it appropriate to teach their pupils about LGBT**, they should ensure that this content is **fully integrated into their programmes of study** for this area of the curriculum, rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and **we expect all pupils to have been taught LGBT content at a timely point** as part of this area of the curriculum." (section 37).*

*"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/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; e.g. looked-after children or young carers." (section 59).*

*"Pupils should be taught the facts and the law about sex, **sexuality**, sexual health and **gender identity** in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity **should be explored at a timely point and in a clear, sensitive and respectful manner**. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity." (section 75).*

The government therefore expects schools to ensure the following:



- All pupils understand the importance of equality and respect. This will play a key role in reducing incidences of bullying both at school and within the wider community. Bullying and poor mental health affects LGBT young people at alarming rates. Nearly half of LGBT pupils (45 per cent) are bullied at school for being LGBT (Stonewall, 2017).
- Schools comply with the Equality Act. Schools are already required to teach in a way that does not discriminate against people with *protected characteristics*, including sex, sexual orientation, and gender reassignment.
- Schools are responsible for deciding when they will introduce the teaching of LGBT identities to pupils.

SCARF plans anticipate and encourage the inclusion of people with LGBT identities in discussions from the early years, where children are also encouraged to talk about the people who are special to them and who provide a nurturing environment; for some children this will include having two mummies or two daddies, or a lesbian aunty or a relative who has transitioned.

SCARF includes LGBT identities content throughout the school years as part of a spiral curriculum and – as illustrated by the list below – teaching about this is integrated into lessons about families, marriage, civil partnerships, similarities and differences, stereotyping, prejudice, media, puberty, bullying, body image and diversity, as required by the guidance.

If we are to avoid stigmatisation and promote inclusion, then children must be able to recognise themselves and their circumstances (such as having a family with two mums or two dads) in the lessons they are being taught. They can then see their own lived experiences validated and valued. We have a responsibility to normalise the diverse range of trusted people in children's lives.

In England, teaching about gender identity is a statutory requirement (section 75) and falls within the End of Primary School Statements of *Respectful Relationships*.

It's clear that children develop ideas about what it is to be a boy or a girl from the messages they pick up from the world around them. It's therefore important that children are provided with opportunities within RSE to explore, discuss and challenge these messages so they feel free to express themselves in a way that feels authentic to them, in order to fulfil their true potential.

### **Which DfE end-of-primary statements include LGBT identities?**

The statutory guidance lists the learning that children should cover by the end of primary school. Statements that ensure LGBT identities are fully integrated include:

- 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 (p20).
- 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 (p21).
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (*Acknowledging that Marriage in England and Wales, Scotland and, from September 2020, Northern Ireland is available to both opposite sex and same-sex couples*). (p21).
- 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 (p21).
- 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 (p22).



The guidance states that pupils should be made aware of the legal provisions when relevant topics are being taught including, for example, sexuality and gender identity. Same-sex marriage and civil partnerships have been legal for some years as has the Gender Recognition Act.

### **What about the Equality Act 2010?**

The Equality Act is UK wide. It states that:

*“The content of the school curriculum has never been caught by discrimination law, and this Act now states explicitly that it is excluded. However the way in which a school provides education – the delivery of the curriculum – is explicitly included.*

*Excluding the content of the curriculum ensures that **schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic.** But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.” (sections 28 29, guidance to schools).*

The public sector equality duty was created under the Equality Act and 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.

It is essential that pupils explore a range of family models and relationships and that this is normalised. Schools have the freedom to choose the resources they use to teach RSE, and can choose to include faith perspectives alongside essential information about the law, legal rights and medical facts.

SCARF Lessons that cover LGBT identities, gender stereotyping and body image and which provide the building blocks to body ownership:

<b>Year</b>	<b>Lesson Title</b>	<b>Context</b>
<b>Y1</b>	<b>Who are our special people</b>	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
	<b>Taking care of baby</b>	Children may contribute to the lesson by suggesting parents who are LGBT.
<b>Y2</b>	<b>My special people</b>	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
<b>Y3</b>	<b>Family and Friends</b>	Learning point: Same-sex couples create families too
	<b>Looking after our special people</b>	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
	<b>Let’s celebrate our differences</b>	Gender is recognised as something that makes us similar to and different from each other. Children may contribute an example of a transgender person in their lives.
	<b>Zeb</b>	Learning point: Sexuality and gender is recognised as something that makes us similar to and different from each other and that people can form a prejudice against.
	<b>I am fantastic!</b>	Learning point: Understand why some groups of people are not represented as much on television/in the media, e.g. transgender.



	<b>Relationship Tree</b>	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
<b>Y4</b>	<b>Together</b>	Learning point: Recognise that marriage includes same-sex and opposite-sex partners.
	<b>That is such a stereotype!</b>	Understand and identify stereotypes, including those promoted in the media.
<b>Y5</b>	<b>Is it true?</b>	Learning point: Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
	<b>Changing Bodies and feelings</b>	Learning point: Some young people who identify as transgender may have difficult feelings about puberty and it is important that they talk to someone about how they are feeling.
	<b>Stop, Start Stereotypes</b>	Learning Point: Recognise that some people can get bullied because of the way they express their gender or due to their sexual orientation.
	<b>Boys will be boys? - challenging work-place gender stereotypes</b>	Learning points: Recognise how the media can sometimes reinforce gender stereotypes. Challenge stereotypical gender portrayals of people, particularly those relating to the work place.
	<b>Star qualities</b>	Learning points: Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life (building blocks for challenging stereotypes).
<b>Y6</b>	<b>We have more in common than not</b>	Children are encouraged to think about what makes us different; including gender identity and sexual orientation.
	<b>Don't force me</b>	Learning point: Same-sex couples can have a civil partnership or get married.
	<b>I look great</b>	Learning point: Identify qualities that people have, as well as their looks (building blocks for challenging stereotypes).
	<b>Media Manipulation</b>	Learning points: Define what is meant by the term stereotype; recognise how the media can sometimes reinforce gender stereotypes; recognise that people fall into a wide range of what is seen as normal; challenge stereotypical gender portrayals of people.

### **Being transgender inclusive**

SCARF resources acknowledge sex, gender identity, gender expression and sexual orientation. Using an inclusive approach, challenging stereotypes, and encouraging children to be themselves, we aim to ensure every child is able to express their gender in the way they choose, safely and without fear of bullying.

There has been an increase in the number of young people who are seeking support around their gender. At Coram Life Education we acknowledge that there are a range of opinions on the most appropriate way to support children who experience gender dysphoria or difficulties with their gender identity. We acknowledge the range of these discussions, and the uncertainty that can result.



In 2018 The Royal College of Psychiatrists stated: *‘The College acknowledges the need for better evidence on the outcomes of pre-pubertal children who present as transgender or gender-diverse, whether or not they enter treatment. Until that evidence is available, the College believes that a watch and wait policy, which does not place any pressure on children to live or behave in accordance with their sex assigned at birth or to move rapidly to gender transition, may be an appropriate course of action when young people first present’.*

Like the Royal College of Psychiatrists, we recognise that we don’t know all the answers ourselves, and we will remain open and interested in all perspectives. Our work will continue to observe the law, and to place children’s physical, mental and sexual health needs and rights at the centre. As experts within the primary school years, we know that children are growing and changing all the time, and that, in expressing themselves and who they are, they should be able to rely on trusted adults who can help them make safe and healthy choices, both now and the future.

### **Parental engagement**

Parents should be given every opportunity to understand the purpose and content of Relationships Education, and Sex Education (RSE) if it is delivered. Schools should ensure that parents know what is being taught and when, and have the chance to ask questions. Some of the myths surrounding the content of an RSE programme have led a small minority of people to express concern about whether the content is age-appropriate and whether, for example, children will be learning about sexual practices stereotypically linked to the LGBT community. Schools must provide opportunities for those with a parental responsibility to access the resources being used and see for themselves how the programme is planned, as part of a carefully sequenced, age-appropriate spiral curriculum, helping to dispel these myths and aid understanding, so that valuable conversations can be continued at home where a family can discuss and share their values and opinions.

In May 2019 Damian Hinds, the then Secretary of State for Education, was widely quoted in the media when he stated that *“It is entirely right that schools should prepare children to thrive in our diverse society, a society that is based on tolerance and respect for others who are different...We brought our curriculum for relationships up to date precisely so that it more accurately reflects the world that children are growing up in now.”*

Coram Life Education supports schools in engaging with their parents and carers by providing workshops, reading lists and an opportunity to view resources before they are taught. Schools subscribing to SCARF are supported with parent letter templates and an RSE policy template which takes into account the engagement of parents. We also offer teacher training, available to all schools, that looks at how to effectively engage parents. These processes recognise parents and carers as the prime educators, with schools taking responsibility for complementing and reinforcing this role.





## APPENDIX 8



### Suggested books to support parents/carers in talking with their children about sex and relationships, and related topics

Age 3-7

#### 14.0 Relationships/Reproduction/Families

- *Questions Children Ask* M Stoppard
- *Hair in Funny Places* B Cole
- *Mummy Laid an Egg* B Cole
- *Amazing You* Dr G Saltz
- *Where Willy Went* N Allan
- *Let's Talk About Where Babies Come From* R H Harris
- *What Makes a Baby* C Silverberg
- *If I had a 100 Mummies* V Carter
- *King and King* Linda de Haan and Stern Nijlan
- *Mummy Never Told Me* B Cole
- *How to be a Friend* L Brown and M Brown
- *Your Mummy Ate My Football* Lynwen Jones
- *And Tango Makes Three* J Richardson and P Parnell
- *The Growing Story* R Krauss
- *So Much* T Cooke
- *Where Did That Baby Come From* D Gliori
- *There is a House Inside my Mummy* G Andrae and V Cabban
- *Topsy and Tim and the New Baby* J and G Adamson
- *If Big Can...I Can* B Shoshan
- *Monkey Puzzle* J Donaldson
- *The Nanny Goat's Kid* J Willis

#### 15.0 Identity

- *Introducing Teddy* J Walton
- *The Paper Bag Princess* R Munsch
- *Alien Nation* M Donaldson
- *Red - A Crayon's Story* M Hall
- *Goodnight Stories for Rebel Girls* W Favilli
- *Ada Twist Scientist* A Beaty
- *Long Live Princess Smartypants* B Cole
- *Rosie Revere Engineer* A Beaty
- *Made by Raffi* C Pomranz
- *The Princess Knight* C Funke
- *Giraffes Can't Dance* G Andrae
- *Odd Dog Out* R Biddulph



## 16.0 Getting Help

- *Kit Kitten and the Topsy-turvy Feelings* J Evans
- *Some Secrets Should Never be Kept* J Sanders
- *A Kiss Like This* L Anholt
- *How do Dinosaurs Get Well Soon?* J Yolen
- *My body! What I say goes!* Jayneen Sanders
- *Dr Dog* B Cole
- *No means no!* J Sanders
- *For every child* UNICEF (the Rights of the Child in words and pictures)
- *The huge bag of worries* V Ironside

Age 7+

## 17.0 Reproduction/puberty

- *Let's Talk About Sex* R H Harris
- *Living with a willy* N Fisher
- *The period book* K Gravelle
- *What's happening to me?* P Mayle
- *Girls Only* V Parker
- *The puberty book* W Darvill
- *Sex is a funny word* C Silverberg
- *How your body works* Judy Hindley
- *A-Z of Growing up, puberty and sex* L De Meza
- *is a funny word* C Silverberg and F Smyth

## 18.0 Useful books for parents

- *Questions Children Ask and How to Answer Them* Dr M Stoppard
- *Speakeasy: Talking with your Children about Growing Up* fpa (Family Planning Association)

Useful websites for children:	Useful websites for parents:
<p><a href="#"><u>Amaze.org- Puberty section</u></a> (Age 9+)</p> <p><a href="#"><u>BBC Teach –The Big Talk</u></a> (age 9-12)</p> <p><a href="#"><u>Kids' Health - Menstruation</u></a></p> <p><a href="#"><u>Male puberty - including wet dreams</u></a></p>	<p><a href="#"><u>Family Lives</u></a></p> <p><a href="#"><u>NSPCC</u></a></p> <p><a href="#"><u>Outspoken</u></a></p> <p><a href="#"><u>Sex positive families</u></a></p> <p><a href="#"><u>Sitting in car YouTube Channel: how to talk comfortably with your kids about sex and consent</u></a> NHS - stages of puberty</p> <p><a href="#"><u>Outspoken - RSE worksheets</u></a></p>

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