



At Knights Enham Junior School we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Relationships and Sex Education (RSE) Policy

Approved: December 2023

Review: December 2024

Knights Enham Junior School

Relationships and Sex Education (RSE) Policy

Statutory Requirements

As a maintained primary school, it is statutory for us to provide relationships education for all pupils as per section 34 of the Children and social work act 2017. This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education.

Relationships Education is designed to help children to have positive and safe relationships with family, friends and online. Health Education will help children to make good decisions about their health and wellbeing and enable them to know how to seek support if any health issues arise for themselves or others.

The teaching of Sex Education in primary schools remains non-statutory (with the exception of the elements of sex education contained in the science national curriculum), however it is encouraged that schools to deliver age-appropriate sex education if they feel their pupils need this information.

RSE forms the main part of the Personal, Social, Health and Economic Education (PSHE) curriculum.

Development of this policy

This policy has been developed in consultation with staff, pupils, governors and parents. Staff, parents and governors have had an opportunity to look at the policy and were invited to ask questions and make comments.

A group of 6 year 6 pupils were consulted to discuss what is important to them in their RSE learning.

Following this process, amendments were made to the policy to reflect the outcomes of the consultation period and presented to governors for approval.

The Aim of RSE

The school is committed to offer pupils a carefully planned programme covering human development, relationships, sexuality and family life within a safe, comfortable atmosphere and with a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils’ level of maturity.

We encourage an open-minded approach through which pupils learn to respect and value the opinions and beliefs of others, as well as learning to express their own viewpoints on important issues.

The teaching of RSE will be delivered to every year group throughout the school. It will be age appropriate and designed to build on knowledge each year. It is important that children learn about the changes that will happen to them at the right time, limiting confusion and anxiety. Children will build on previous years' learning and subjects can be revisited and revised. It is important that RSE teaching starts early in primary school so that children can learn about their bodies; can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school, so it is important that all pupils know what to expect before it happens.

Our RSE teaching at Knights Enham aims to provide pupils with:

- The skills and knowledge to make informed choices with regards to relationships – understanding the characteristics of a healthy relationship
- Understanding of the impact relationships can have on physical and mental health
- Ability to stay safe online
- Correct terminology to describe their body
- Developing feelings of empathy, self-worth and self-respect, valuing themselves and others
- An appreciation and acceptance of difference and diversity
- A toolkit for children to understand and manage their emotions
- A framework for children to understand what constitutes a safe and healthy lifestyle
- A positive culture around issues of sexuality and relationships – particularly encouraging questioning
- Preparation for puberty – including an understanding of sexual development and the importance of health and hygiene
- The ability to form safe relationships, on and off line
- The ability to be positive and active members of a democratic society

For specific details of what is taught when, see Appendix 1 - 'PSHE lesson overviews.'

Definition

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity or lifestyle choices.

Relationships Education: The focus is on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships

- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents / carers amongst other structures, along with reflecting sensitively realising that some children may have a different structure of support around them (for example looked after children or young carers).

Health Education: The focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers will be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education: The focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born).

Strategies for the teaching of RSE

At Knights Enham, from September 2021, we will be using SCARF, a comprehensive scheme of work for PSHE and Wellbeing education – incorporating RSE. 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.

The teaching of RSE will be in accordance with the school's Teaching and Learning policy and will make cross-curricular links where appropriate. The RSE subject leader will provide access to planning and resources on SCARF. Any written RSE will be recorded in the children's pale green books. All work will clearly indicate that it is PSHE.

RSE will be taught within the children's usual classes (with no separation by gender). In order for teaching to be most effective, where possible, RSE lessons will be delivered by the class teacher. It is essential that RSE is taught with great sensitivity, recognising that our children at Knights Enham will come with many different prior experiences of relationships.

Children will be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Each class should have an anonymous question box for use during RSE sessions to allow children the opportunity to ask or share things they may not want to voice out loud. Discussion with children during the policy consultation period showed this to be of great importance to them.

Each year group will cover the same broad PSHE topic each half term – in which the RSE forms part of.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing

Further details of what specifically is being taught can be found in Appendix 1 - 'PSHE lesson overviews.'

Spiritual, Moral, Social and Cultural Development (SMSC)

RSE has a particular contribution to make towards the SMSC education of each child. We aim to develop the children's SMSC education in order to enable them to make personal informed choices of relationships and lifestyle.

Equal Opportunities

All pupils, regardless of religion, race, gender, ethnicity, age or ability, are given access to this area of the curriculum. PSHE, including RSE, allows pupils to engage with a range of issues. Some children could potentially feel vulnerable especially if they are in a minority. Staff seek to provide a safe environment for fair-minded and sensitive discussion – promoting diversity and inclusion.

Children with Special Educational Needs have equal access to the PSHE and RSE curriculum. Class teachers are responsible for differentiating learning to allow all children to work at an appropriate level, thus enabling them to achieve to the best of their ability.

We acknowledge the differing ethnic, religious and cultural attitudes to RSE and recognise that pupils may come from a variety of family situations and home backgrounds and take this into account when planning teaching and selecting resources to be used. Class teachers will consult pupils and parents/carers about their needs where necessary. Parents are always welcome to speak to teachers if they have any concerns.

Withdrawal

By law, there is no right for children to be withdrawn from Relationships Education. However, if sex education is taught beyond the science curriculum, a parent has the right to withdraw from this as it is additional, non-statutory content. As a school, we will ensure we clearly identify the difference between content of relationships education and sex education. Parents are invited to view our resources and discuss any concerns with our staff.

If withdrawal is requested, initially the headteacher and/or PSHE leader will meet with parents to discuss the reasons for withdrawal and clarify the nature and purpose of the curriculum. They 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). If a parent then wishes to continue with their request for withdrawal, they will be asked to provide confirmation of this request in writing.

Staff

RSE, due to its potentially sensitive nature, in most cases is best taught in primary schools by the class teacher that knows the children well and has a good understanding of the content to be taught and the sensitivities that can arise from it. However, we acknowledge that for faith or non-faith reasons a teacher may not agree with some of the content of RSE (for example many faith groups believe marriage is solely between man and woman which differs from the law) and therefore may not be comfortable teaching it. It does not mean that teachers who do teach RSE abide by any cultural, religious or statutory content in their private lives. They must meet the expectations of a teacher when teaching, to teach it impartially in line with statutory content and any content additional to the statutory that is agreed within the school's own policy.

It is likely that it is just a small aspect of RSE that a teacher does not want to teach/feel confident in. Therefore at KEJS we are happy for a class teacher to ask for these elements to be covered in their PPA sessions. The teacher does not need to declare or discuss their reasons for this; they can simply ask the person who covers their PPA to teach these lessons. If that person feels uncomfortable teaching this they can refer the matter in confidence to the PSHE leader or Headteacher who will arrange for an alternative member of staff to cover this content.

A teacher must be aware that unavoidable conversations of this nature may crop up outside of the specific lesson times and questions may be asked of them by pupils. A teacher could if necessary ask a child to write these in the question box to be addressed the next lesson – which could then be taught by another member of staff.

Sex Education – non-statutory content

'SCARF' (the resource we use for PSHE at Knights Enham) interprets sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory included in either Health Education or National Curriculum Science.

The non-statutory element of sex education (i.e. beyond the science curriculum or statutory health education) that we will be teaching is: contraception. This is taught in year 6 in the lesson entitled 'Making babies'. (In the event of mixed year classes it may also be taught in year 5.) Additionally within this lesson, children will learn about how a baby is conceived, whether through sexual intercourse or IVF.

This is the content a parent has the right to withdraw from this is clearly indicated on the 'PSHE lesson overviews' (See Appendix 1).

Parental Engagement

We know that many parents and carers will have begun the important role of teaching their children about relationships and sex education and we want to build upon the good work that has already started. We aim to build a positive and supporting relationship with the parents of children at our school through mutual understanding trust and co-operation, parents will be given every opportunity to understand the purpose and content of RSE.

Parents are invited to view examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided on the school website. 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 their own family's values in regards to relationships and sex alongside the information they receive at school.

Responsibilities for RSE

It is the responsibility of the PSHE Leader to oversee and monitor the development of RSE within the school. This includes:

- To foster high expectations of teaching and learning in RSE for all children
- To take the lead in policy development and ensure this is implemented effectively
- To ensure that RSE is managed and organised to meet the school's teaching and learning policies
- To ensure continuity and progression in RSE throughout the school through development of the long and medium-term planning
- To support, guide and motivate colleagues, ensuring that all members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- To monitor progress in RSE, including the monitoring of samples of work, pupil conferencing and teaching and learning observations
- To set priorities and targets to further develop provision, with particular reference to the school strategic priorities
- To take responsibility for the purchase and organisation of resources
- To keep up-to-date with developments in RSE and advise colleagues of these developments where appropriate
- Report to governors on the effectiveness of RSE teaching within the school.

It is each teacher's responsibility to teach RSE according to the planning within the identified time. Additionally, class teachers have the responsibility to discuss with the PSHE leader if they feel the content of the planning is not suitable for the developmental and maturity levels of their class.

Assessment, Recording and Reporting

Assessment in PSHE should be manageable, informative, useful, simple, effective and reliable. Assessment is carried out in order to:

- Inform teachers of the effectiveness of the RE which is planned and delivered
- Inform further planning
- Provide the pupils with some idea about how well they are doing and how to improve
- Enable teachers to inform parents of their child's RE development

There are some aspects of PSHE that cannot be assessed such as social emotional aspect.

The assessment statements for each year group are taken from the SCARF scheme of work we are using for PSHE. These are listed in Appendix 2 - 'PSHE Assessment Statements.' The statements refer to a unit of work that is taking place over the half term. Work is assessed as 'working towards', 'ARE' or 'greater depth' against these statements.

Monitoring

This policy will be monitored and evaluated by the PSHE leader, Senior Leadership team (SLT) and the Governors. The policy will, where necessary, be revised in light of these evaluations.

The aims of monitoring in RSE are to:

- Ensure that the learning outcomes detailed in planning are being met (including that appropriate differentiation has been put in place)
- Identify aspects of RSE where development work is needed
- Consider what further resources, Continuous Professional Development (CPD) and In Service training (INSET) are required to deliver the RSE curriculum effectively
- Consider the extent to which it contributes to the SMSC development of pupils

Appendix 1 – PSHE Lesson overviews

Year 3

Autumn 1	Me and my relationships	Me & My relationships - As a rule - I can understand the importance of rules. SCARF 1, SCARF 2	Me & My relationships - Looking after our special people - I can know how to look after my friends and stay friends. SCARF 1, SCARF 2	Me & My relationships - How can we solve this problem? - I can suggest how to solve a friendship problem SCARF 1, SCARF 2	Me & My relationships - Friends are special - I can talk about why friends may fall out and how to resolve issues. SCARF 1, SCARF 2	Me & My relationships - Dan's dare - I can understand how to say no if I don't feel safe. SCARF 1, SCARF 2
Autumn 2	Valuing difference	Valuing difference - Respect and challenge – I can understand ways of showing respect through language and communication. SCARF 3, SCARF 4	Valuing difference - Family and friends – I can recognise and respect that there are many different types of families. SCARF 3, SCARF 4	Valuing difference - My community – I can identify the different communities that I belong to SCARF 3, SCARF 4	Valuing difference - Our friends and neighbours - I can understand that we live in a diverse world SCARF 3, SCARF 4	Valuing difference - Let's celebrate our differences - I can suggest ways to deal with bullying SCARF 3, SCARF 4
Spring 1	Keeping safe	Keeping safe: Safe or unsafe? – I can suggest ways to keep safe SCARF 5	Keeping safe: Danger or risk? – I can understand the difference between danger and risk SCARF 5	Keeping safe: The Risk Robot – I can identify and manage risks SCARF 5	Keeping safe: Super Searcher – I can understand how to stay safe online SCARF 6	Keeping safe: Help or harm? – I can understand that only some drugs are helpful SCARF 7
Spring 2	Rights and respect	Rights and respect: Helping each other to stay safe – I can identify who can help me stay safe SCARF 8, SCARF 9	Rights and respect: Recount task – I can understand how things can be perceived differently SCARF 8, SCARF 9	Rights and respect: Our helpful volunteers – I can understand why people volunteer SCARF 8, SCARF 9	Rights and respect: Can Harold afford it? – I can understand 'income', 'saving' and 'spending' SCARF 8, SCARF 9	Rights and respect: Earning money – I can understand how people earn different amounts of money SCARF 8, SCARF 9
Summer 1	Being my best	Being my best: Derek cooks dinner! I can explain what makes a healthy balanced diet SCARF 10, SCARF 11	Being my best: Poorly Harold I can explain how infections can spread and how we can reduce this SCARF 10, SCARF 11	Being my best: Body team work I can talk about how food, water and air get into the body and blood. SCARF 10, SCARF 11	Being my best: For or against? I can debate an issue respectfully SCARF 10, SCARF 11	Being my best: I am fantastic! I can talk about what makes me fantastic! SCARF 10, SCARF 11
Summer 2	Growing and changing	Growing and changing: Relationship Tree I can identify different types of relationships SCARF 12, SCARF 13	Growing and changing: Body space I can understand appropriate body space SCARF 12, SCARF 13	Growing and changing: None of your business! I can keep my personal information safe offline and online SCARF 12, SCARF 13	Growing and changing: Secret or surprise I can explain the difference between a safe and unsafe secret SCARF 12, SCARF 13	Growing and changing: Basic first aid I can do some basic first aid SCARF 12, SCARF 13,

Year 4

Autumn 1	Me and my relationships	Me & My relationships - Human machines - I can collaborate. SCARF 1, SCARF 2, SCARF 3	Me & My relationships - Ok or not ok? (1) - I can discuss the qualities of a 'positive, healthy relationship'. SCARF 1, SCARF 2, SCARF 3	Me & My relationships - Ok or not ok? (2) - I can know when it's appropriate to say no and how. SCARF 1, SCARF 2, SCARF 3	Me & My relationships - An email from Harold! - I can talk about how feelings change SCARF 1, SCARF 2, SCARF 3	Me & My relationships - Different feelings - I can identify a wide range of feelings SCARF 1, SCARF 2, SCARF 3	Me & My relationships - Under pressure - I can recognise bullying or pressured behaviour. SCARF 1, SCARF 2, SCARF 3
Autumn 2	Valuing difference	Valuing difference - Can you sort it? - I can begin to manage conflict by using negotiation and compromise. SCARF 4, SCARF 5	Valuing difference - What would I do? – I can know what to do if someone behaves aggressively SCARF 4, SCARF 5	Valuing difference - The people we share our world with - I can demonstrate ways of showing respect to others' differences. SCARF 4, SCARF 5	Valuing difference - That is such a stereotype! – I can understand and identify stereotypes SCARF 4, SCARF 5	Valuing difference - Friend or acquaintance? – I can understand what is shared in different types of relationships SCARF 4, SCARF 5	Valuing difference - Islands – I can protect my personal body space SCARF 4, SCARF 5
Spring 1	Keeping safe	Keeping safe: Danger, risk or hazard? I can understand the difference between danger, risk and hazard SCARF 6, SCARF 7, SCARF 8	Keeping safe: How dare you! I can understand what a dare is and how to manage them SCARF 6, SCARF 7, SCARF 8	Keeping safe: Keeping ourselves safe I can suggest ways to manage risk SCARF 6, SCARF 7, SCARF 8	Keeping safe: Raisin Challenge (2) I can talk about the consequences of unhealthy behaviour SCARF 6, SCARF 7, SCARF 8	Keeping safe: Picture Wise I can explain how to stay safe online SCARF 6, SCARF 7, SCARF 8	Keeping safe: Medicines: check the label I can explain how to stay safe with medicines SCARF 6, SCARF 7, SCARF 8
Spring 2	Rights and respect	Rights and respect: Who helps us stay healthy and safe? I can understand the responsibilities of people to keep us safe and healthy SCARF 9, SCARF 10, SCARF 11	Rights and respect: It's your right I can understand that humans have rights and also responsibilities that come with these SCARF 9, SCARF 10, SCARF 11	Rights and respect: How do we make a difference? I can understand how everyone can make a difference through voting SCARF 9, SCARF 10, SCARF 11	Rights and respect: In the news! I can talk about the influence the media can have SCARF 9, SCARF 10, SCARF 11	Rights and respect: Safety in numbers I can explain how a bystander can help stop bullying SCARF 9, SCARF 10, SCARF 11	Rights and respect: Why pay taxes? I can understand the purpose of taxes SCARF 9, SCARF 10, SCARF 11
Summer 1	Being my best	Being my best: What makes me ME! I can identify and appreciate my uniqueness SCARF 12, SCARF 13	Being my best: Making choices I can recognise that different people make different choices SCARF 12, SCARF 13	Being my best: SCARF hotel I can understand what the body needs to stay healthy SCARF 12, SCARF 13	Being my best: Harold's Seven Rs I can understand how I can care for the environment SCARF 12, SCARF 13	Being my best: My school community (1) I can recognise what different people contribute to our school community SCARF 12, SCARF 13	Being my best: Basic first aid I can do some basic first aid SCARF 12, SCARF 13
Summer 2	Growing and changing	Growing and changing: Moving house I can describe some life changes and who I can go to for help SCARF 14, SCARF 15	Growing and changing: My feelings are all over the place! I can understand the need for compromise in some situations SCARF 14, SCARF 15	Growing and changing: Secret or surprise? I can explain the difference between a safe and unsafe secret SCARF 14, SCARF 15	Growing and changing: Together I can discuss the different ways and reasons people may have to be 'together' SCARF 14, SCARF 15		

Year 5

Autumn 1	Me and my relationships	Me and my relationships - Collaboration Challenge! – I can collaborate. SCARF 1, SCARF 2, SCARF 3	Me and my relationships - Give and take - I can use strategies to resolve arguments or disagreements SCARF 1, SCARF 2, SCARF 3	Me and my relationships - How good a friend are you? - I can reflect on my behaviour, attitudes and qualities. SCARF 1, SCARF 2, SCARF 3	Me and my relationships - Relationship cake recipe - I can talk about what could make a relationship unhealthy or unsafe. SCARF 1, SCARF 2, SCARF 3	Me and my relationships - Our emotional needs - I can manage my emotional needs and any risks to them. SCARF 1, SCARF 2, SCARF 3	Me and my relationships - Being assertive - I can be assertive to keep myself happy, healthy and safe. SCARF 1, SCARF 2, SCARF 3
Autumn 2	Valuing difference	Valuing difference - Qualities of friendship – I can discuss what makes a friendship last. SCARF 4, SCARF 5	Valuing difference - Kind conversations – I can hold a respectful conversation. SCARF 4, SCARF 5	Valuing difference - Happy being me - I can understand discrimination and its injustice. SCARF 4, SCARF 5	Valuing difference - The land of the Red People - I can explain the importance of mutual respect in our diverse society. SCARF 4, SCARF 5	Valuing difference - Is it true? - I can understand that information online may be false and why this can happen. SCARF 4, SCARF 5	Valuing difference - Stop, Start, Stereotypes - I can recognise that some people choose to express their gender in different ways. SCARF 4, SCARF 5
Spring 1	Keeping safe	Keeping safe: Spot bullying I can demonstrate strategies to deal with bullying SCARF 6, SCARF 7	Keeping safe: Play, Like, Share I can understand how to stay safe online SCARF 6, SCARF 7	Keeping safe: Decision dilemmas I can recognise and think about how to deal with risky situations SCARF 6, SCARF 7	Keeping safe: Ella's diary dilemma I can suggest ways of standing up to someone who gives a dare. SCARF 6, SCARF 7	Keeping safe: Vaping: healthy or unhealthy? I can talk about the risks around vaping SCARF 6, SCARF 7	Keeping safe: Would you risk it? I can talk about some of the emotional risks around smoking and alcohol SCARF 6, SCARF 7
Spring 2	Rights and respect	Rights and respect: What's the story? I can discuss issues currently in the media concerning health and wellbeing SCARF 8, SCARF 9, SCARF 10	Rights and respect: Fact or opinion? I can understand what bias is and how it can change facts SCARF 8, SCARF 9, SCARF 10	Rights and respect: Mo makes a difference I can think about the value of the work voluntary groups do SCARF 8, SCARF 9, SCARF 10	Rights and respect: Rights, respect and duties I can talk about the differences between respect, rights and duties SCARF 8, SCARF 9, SCARF 10	Rights and respect: Spending wisely I can understand what to consider before spending money SCARF 8, SCARF 9, SCARF 10	Rights and respect: Lend us a fiver! I can understand some of the things involved with borrowing money. SCARF 8, SCARF 9, SCARF 10
Summer 1	Being my best	Being my best: It all adds up! I can understand some of how our body works and how we can look after it SCARF 11, SCARF 12	Being my best: Different skills I can identify my strengths and what I need to work on SCARF 11, SCARF 12	Being my best: My school community (2) I can identify benefits of the school community and ways we could improve it SCARF 11, SCARF 12	Being my best: Star qualities I can recognise how the media can inaccurately portray people SCARF 11, SCARF 12	Being my best: Independence and responsibility I can know who helps me stay safe and how I help them to do this SCARF 11, SCARF 12	Being my best: Basic first aid, including Sepsis Awareness I can do some basic first aid SCARF 11, SCARF 12
Summer 2	Growing and changing	Growing and changing: How are they feeling? I can identify how I am feeling and explain strategies I can use to build my resilience SCARF 13, SCARF 14, SCARF 15	Growing and changing: Taking notice of our feelings I can describe strategies for dealing with situations where I feel uncomfortable SCARF 13, SCARF 14, SCARF 15	Growing and changing: Dear Ash I can explain the difference between a safe and an unsafe secret SCARF 13, SCARF 14, SCARF 15	Growing and changing: Growing up and changing bodies I can understand what menstruation is and why it happens SCARF 13, SCARF 14, SCARF 15	Growing and changing: Changing bodies and feelings I can discuss some of the myths associated with puberty using the correct vocabulary SCARF 13, SCARF 14, SCARF 15	Growing and changing: Help, I'm a teenager...get me out of here! I can recognise how emotions can change the feelings in my body SCARF 13, SCARF 14, SCARF 15

Year 6

Autumn 1	Me and my relationships	Me and my relationships - Working together I can collaborate. SCARF 1, SCARF 2, SCARF 3	Me and my relationships - Solve the friendship problem - I can work through challenges I have with my friends with respect, assertiveness and understanding. SCARF 1, SCARF 2, SCARF 3	Me and my relationships - Behave yourself - I can explain different behaviours which can happen in a group SCARF 1, SCARF 2, SCARF 3	Me and my relationships - Assertiveness Skills - I can use assertive behaviours to keep myself safe from peer influence or pressure. SCARF 1, SCARF 2, SCARF 3	Me and my relationships - Don't force me - I can describe the different ways people show commitment in relationships SCARF 1, SCARF 2, SCARF 3	Me and my relationships - Acting Appropriately - I can recognise that some types of touch are against the law SCARF 1, SCARF 2, SCARF 3
Autumn 2	Valuing difference	Valuing difference - Ok to be different I can suggest ways for dealing with bullying SCARF 4, SCARF 5	Valuing difference - We have more in common than not I can suggest ways for helping someone who is being bullied SCARF 4, SCARF 5	Valuing difference - Respecting differences I can show respect through the way I communicate SCARF 4, SCARF 5	Valuing difference - Tolerance and respect for others I can explain the importance of mutual respect and tolerance in our diverse society. SCARF 4, SCARF 5	Valuing difference - Advertising friendships! I can describe what makes a strong, positive friendship. SCARF 4, SCARF 5	Valuing difference - Boys will be boys? Challenging gender stereotypes I can recognise how the media can reinforce gender stereotypes and begin to challenge this. SCARF 4, SCARF 5
Spring 1	Keeping safe	Keeping safe: Think before you click! I can understand the dangers of posting things online. SCARF 6, SCARF 7, SCARF 8	Keeping safe: To share or not to share? I can understand how to stay safe online SCARF 6, SCARF 7, SCARF 8	Keeping safe: Rat Park I can understand that all humans have basic emotional needs SCARF 6, SCARF 7, SCARF 8	Keeping safe: What sort of drug is...? I can demonstrate and an understanding that drugs can have both medical and non-medical uses SCARF 6, SCARF 7, SCARF 8	Keeping safe: Drugs: it's the law! I can explain some of the basic laws relating to drugs in this country and why we have them SCARF 6, SCARF 7, SCARF 8	Keeping safe: Alcohol: what is normal? I can describe some of the effects and risks of drinking alcohol. SCARF 6, SCARF 7, SCARF 8
Spring 2	Rights and respect	Rights and respect: Two sides to every story I can understand the differences between fact and opinion and the impact bias can have SCARF 9, SCARF 10, SCARF 11	Rights and respect: 'Fakebook' Friends I can understand the problems that can arise from social media SCARF 9, SCARF 10, SCARF 11	Rights and respect: What's it worth? I can talk about the importance of spending money wisely and the benefits of saving SCARF 9, SCARF 10, SCARF 11	Rights and respect: Happy shoppers I can suggest ways of living in a more environmentally sustainable way. SCARF 9, SCARF 10, SCARF 11	Rights and respect: Democracy in Britain 1 - Elections I can begin to understand the way in which democracy in Britain works. SCARF 9, SCARF 10, SCARF 11	Rights and respect: Democracy in Britain 2 - How (most) laws are made I can understand the need for different rules in different situations and how I can be a part of rule making SCARF 9, SCARF 10, SCARF 11
Summer 1	Being my best	Being my best: This will be your life! I can set myself aspirational goals and describe how I can achieve these SCARF 12, SCARF 13	Being my best: Our recommendations I can research and present information on a health and wellbeing issue SCARF 12, SCARF 13	Being my best: What's the risk? (1) I can talk about the risks and misconceptions around smoking and alcohol SCARF 12, SCARF 13	Being my best: What's the risk? (2) I can identify risk factors in a situation and consider how we can reduce these SCARF 12, SCARF 13	Being my best: Basic first aid I can do some basic first aid SCARF 12, SCARF 13	Being my best: Five Ways to Wellbeing project I can talk about the five ways to wellbeing, explaining how they contribute to a healthy lifestyle SCARF 12, SCARF 13
Summer 2	Growing and changing	Growing and changing: I look great! I can recognise that photos can be changed to match society's view of perfect and the problems this can cause SCARF 14, SCARF 15, SCARF 16	Growing and changing: Media manipulation I can understand how the media can reinforce stereotypes SCARF 14, SCARF 15, SCARF 16	Growing and changing: Pressure online I can understand the pressures and risks of sharing images online SCARF 14, SCARF 15, SCARF 16	Growing and changing: Helpful or unhelpful? Managing change I can discuss how experiencing change can impact our emotions SCARF 14, SCARF 15, SCARF 16	Growing and changing: Is this normal? I can give examples of some of the physical and emotional changes associated with puberty SCARF 14, SCARF 15, SCARF 16	THE LESSON WITH SEX EDUCATION CONTENT THAT PARENTS HAVE A RIGHT TO WITHDRAW FROM Growing and changing: Making babies I can identify the changes that happen through puberty to allow sexual reproduction to occur SCARF 14, SCARF 15, SCARF 16

Appendix 2 - PSHE Assessment Statements

Year 3			
Me and My Relationships	Cooperation	SCARF 1	I can usually accept the views of others and understand that we don't always agree with each other.
	Friendships	SCARF 2	I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.
Valuing Difference	Recognising and respecting diversity	SCARF 3	I can give examples of different community groups and what is good about having different groups.
	Being respectful and tolerant	SCARF 4	I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.
Keeping Safe	Managing risk	SCARF 5	I can say what I could do to make a situation less risky or not risky at all.
	Drugs and their risks	SCARF 6	I can say why medicines can be helpful or harmful.
	Staying safe online	SCARF 7	I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.
Rights and Respect	Skills we need to develop as we grow up	SCARF 8	I can say some ways of checking whether something is a fact or just an opinion.
	Helping and being helped	SCARF 9	I can say how I can help the people who help me, and how I can do this. I can give an example of this.
Being my best	Keeping myself healthy	SCARF 10	I can give a few examples of things that I can do to take ownership of my healthy and give an example of something that I've done which shows this.
	Celebrating and developing my skills	SCARF 11	I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.
Growing and Changing	Relationships	SCARF 12	I can name a few things that make a positive relationship and some things that make a negative relationship.
	Keeping safe	SCARF 13	I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

Year 4

Me and My Relationships	Recognising feelings	SCARF 1	I can give a lot of examples of how I can tell a person is feeling worried just by their body language.
	Bullying	SCARF 2	I can say what I could do if someone was upsetting me or if I was being bullied.
	Assertive skills	SCARF 3	I can explain what being 'assertive' means and give a few examples of ways of being assertive.
Valuing Difference	Recognising and celebrating difference (including religions and cultural difference)	SCARF 4	I can say a lot of ways that people are different, including religious or cultural differences.
	Understanding and challenging stereotypes	SCARF 5	I can explain why it's important to challenge stereotypes that might be applied to me or others.
Keeping Safe	Managing risk	SCARF 6	I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.
	Understanding the norms of drug use (cigarette and alcohol use)	SCARF 7	I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.
	Influences	SCARF 8	I can give examples of positive and negative influences, including things that could influence me when I am making decisions.
Rights and Respect	Making a difference (different ways of helping others or the environment)	SCARF 9	I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.
	Media influence	SCARF 10	I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.
	Decisions about spending money	SCARF 11	I can give examples of these decisions and how they might relate to me.
Being my best	Having choices and making decisions about my health	SCARF 12	I can give a few examples of different things that I do already that help to me keep healthy.
	Taking care of my environment	SCARF 13	I can give different examples of some of the things that I do already to help look after my environment.
Growing and Changing	Managing difficult feelings	SCARF 15	I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).
	Relationships including marriage	SCARF 16	I can tell you why people get married.

Year 5

Me and My Relationships	Feelings	SCARF 1	I can give a range of examples of our emotional needs and explain why they are important.
	Friendship skills, including compromise	SCARF 2	I can explain why these qualities are important.
	Assertive skills	SCARF 3	I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.
Valuing Difference	Recognising and celebrating difference, including religions and cultural	SCARF 4	I can give examples of different faiths and cultures and positive things about having these differences.
	Influence and pressure of social media	SCARF 5	I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.
Keeping Safe	Managing risk, including staying safe online	SCARF 6	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.
	Norms around use of legal drugs (tobacco, alcohol)	SCARF 7	I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.
Rights and Respect	Rights and respect	SCARF 8	I can give examples of some of the rights and respect of others' rights (people and things) I have as I grow older, at home and school. I can also give real examples of each that relate to me.
	Rights and respect relating to my health	SCARF 9	I can give a few different examples of things that I can take ownership of to keep myself healthy.
	Decisions about lending, borrowing and spending	SCARF 10	I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.
Being my best	Growing independence and taking ownership	SCARF 11	I can give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something.
	Media awareness and safety	SCARF 12	I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.
Growing and Changing	Managing difficult feelings	SCARF 13	I can explain what resilience is and how it can be developed.
	Managing change	SCARF 14	I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).
	Getting help	SCARF 15	I am able to identify when I need help and can identify trusted adults in my life who can help me.

Year 6

Me and My Relationships	Assertiveness	SCARF 1	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
	Cooperation	SCARF 2	I can give examples of negotiation and compromise.
	Safe/unsafe touches	SCARF 3	I can explain what inappropriate touch is and give example.
Valuing Difference	Recognising and reflecting on prejudice-based bullying	SCARF 4	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.
	Understanding Bystander behaviour	SCARF 5	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.
Keeping Safe	Emotional needs	SCARF 6	I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.
	Staying safe online	SCARF 7	I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.
	Drugs: norms and risks (including the law)	SCARF 8	I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).
Rights and Respect	Understanding media bias, including social media	SCARF 9	I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves
	Caring: communities and the environment	SCARF 10	I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.
	Earning and saving money	SCARF 11	I can explain the advantages and disadvantages of different ways of saving money.
Being my best	Aspirations and goal setting	SCARF 12	I can tell you how I can overcome problems and challenges on the way to achieving my goals.
	Managing risk	SCARF 13	I can give examples of an emotional risk and a physical risk.
Growing and Changing	Keeping safe	SCARF 14	I can give an example of a secret that should be shared with a trusted adult.
	Body Image	SCARF 15	I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.
	Self esteem	SCARF 16	I can give examples of other ways in which the way some people feel about themselves can be affected (e.g. images of celebrities).