

Relationships and Sex Education Policy

Name of school: Chulmleigh Academy Primary Schools - Chulmleigh Primary, East Worlington Primary and Lapford Community Primary.

Date of policy: April 2021

Members of staff responsible for PSHE Education: Kelly Stapley and Heads of School (Lully Newman, Suzie Pinn and Jessica Wright)

Line Manager (Member of SLT): Lully Newman (Chulmleigh Primary) Suzie Pinn (East Worlington Primary) and Jessica Wright (Lapford Community Primary)

Review date: April 2024

1. How this Policy was developed

This policy was written by the Heads of School and PSHE lead and developed in consultation with parents, teachers and other school staff, governors and the pupils at Chulmleigh Primary, East Worlington Primary and Lapford Community Primary Schools. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

2. Legal requirements of schools

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

Health Education is also statutory in all schools.

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

3. What Personal, Social, Health and Economic (PSHE) education, including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, 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.

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:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

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. How PSHE education, including Relationships Education, is provided and who is responsible for this

At the Chulmleigh Academy Primary Schools we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices¹. It covers all of the DfE's new 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.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

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

¹ CAT Primaries long term planning - see Appendix A

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

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF pre and post Assessment, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

5. *What is being taught*

PSHE and RSE medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage as well as an overview of our Science programmes of study can be found on our website².

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.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

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

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 –

² Relationships and Sex Education can also be found within Science in the Primary National Curriculum

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.

Within National Curriculum Science in Year 2, 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 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school 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 6 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.

6. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement 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. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our intervention and support with a trained Teaching Assistant. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

7. How PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE at the Chulmleigh Academy Primary Schools:

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress

has been made over the course of each half- termly unit of lesson plans.

SCARF Success

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

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

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

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

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

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

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

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

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

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

promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils 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. 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.

Please see the Trust's policies on anti-bullying, equality, diversity and inclusion for further information on our website.

9. Parental concerns and withdrawal of students

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

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

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

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

10. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Should you require an alternative format please contact the school office with your request.

Should further information about PSHE education be required, please contact the school office in the first instance.

11. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

CPD for staff is a priority to ensure quality provision and support the teaching of particularly the RSE.

12. Sources of Further Information

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 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- CPS, EWS and LPS Safeguarding and Child Protection Policies³
- Anti-bullying Policy
- Equal Opportunities Policy
- DfE 'Keeping children safe in education' (2020).

Appendix A - CAT Primaries Long Term Planning

Appendix B - East Worlington Primary School 2 Class/3 Year Planning

Appendix C - Lapford Community Primary School 3 Class/3 Year Planning

Appendix D – CAT Primaries Medium Term Planning (Separate SCARF document)

³ <https://www.chulmleigh.devon.sch.uk/page/?title=Policies&pid=81>

Appendix A – CAT Primaries Long Term Planning

All SCARF lesson plans have been organised into six key themes/ blocks:

- Equality Policy Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

EYFS FIRST, SECOND and THIRD Year	
Relationships What makes me special People close to me Getting help	Rights and Responsibilities Looking after things: friends, environment, money
Valuing Difference Similarities and difference Celebrating difference Showing kindness	Being My Best Keeping by body healthy – food, exercise, sleep Growth Mindset
Keeping Myself Safe Keeping my body safe Safe secrets and touches People who help to keep us safe	Growing and Changing Cycles Life stages

YEAR 1 FIRST, SECOND and THIRD Year	
Relationships Feelings Getting help Classroom rules Special people Being a good friend	Rights and Responsibilities Taking care of things: Myself My money My environment
Valuing Difference Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Being My Best Growth Mindset Healthy eating Hygiene and health
Keeping Myself Safe How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety	Growing and Changing Getting help Becoming independent My body parts

YEAR 2
FIRST, SECOND and THIRD Year

<p>Relationships</p> <ul style="list-style-type: none"> Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation 	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> Cooperation Self-regulation Online safety Looking after money – saving and spending
<p>Valuing Difference</p> <ul style="list-style-type: none"> Being kind and helping others Celebrating difference People who help us Listening Skills 	<p>Being My Best</p> <ul style="list-style-type: none"> Growth Mindset Looking after my body Hygiene and health Exercise and sleep
<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> Safe and unsafe secrets Appropriate touch Medicine safety 	<p>Growing and Changing</p> <ul style="list-style-type: none"> Life cycles Dealing with loss Being supportive Growing and changing Privacy

YEAR 3
FIRST, SECOND and THIRD Year

<p>Relationships</p> <ul style="list-style-type: none"> Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss 	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money
<p>Valuing Difference</p> <ul style="list-style-type: none"> Recognising and respecting diversity Being respectful and tolerant My community 	<p>Being My Best</p> <ul style="list-style-type: none"> Keeping myself healthy and well Celebrating and developing my skills Developing empathy
<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> Managing risk Decision-making skills Drugs and their risks Staying safe online 	<p>Growing and Changing</p> <ul style="list-style-type: none"> Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets

YEAR 4
FIRST, SECOND and THIRD Year

<p>Relationships</p> <ul style="list-style-type: none"> Healthy relationships Listening to feelings Bullying Assertive skills 	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money
<p>Valuing Difference</p> <ul style="list-style-type: none"> Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes 	<p>Being My Best</p> <ul style="list-style-type: none"> Having choices and making decisions about my health Taking care of my environment My skills and interests

<p>Keeping Myself Safe</p> <p>Managing risk</p> <p>Understanding the norms of drug use (cigarette and alcohol use)</p> <p>Influences</p> <p>Online safety</p>	<p>Growing and Changing</p> <p>Body changes during puberty</p> <p>Managing difficult feelings</p> <p>Relationships including marriage</p>
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YEAR 5
FIRST, SECOND and THIRD Year

<p>Relationships</p> <p>Feelings</p> <p>Friendship skills, including compromise</p> <p>Assertive skills</p> <p>Cooperation</p> <p>Recognising emotional needs</p>	<p>Rights and Responsibilities</p> <p>Rights and responsibilities</p> <p>Rights and responsibilities relating to my health</p> <p>Making a difference</p> <p>Decisions about lending, borrowing and spending</p>
<p>Valuing Difference</p> <p>Recognising and celebrating difference, including religions and cultural</p> <p>Influence and pressure of social media</p>	<p>Being My Best</p> <p>Growing independence and taking responsibility</p> <p>Keeping myself healthy</p> <p>Media awareness and safety</p> <p>My community</p>
<p>Keeping Myself Safe</p> <p>Managing risk, including online safety</p> <p>Norms around use of legal drugs (tobacco, alcohol)</p> <p>Decision-making skills</p>	<p>Growing and Changing</p> <p>Managing difficult feelings</p> <p>Managing change</p> <p>How my feelings help keeping safe</p> <p>Getting help</p>

YEAR 6
FIRST, SECOND and THIRD Year

<p>Relationships</p> <p>Assertiveness</p> <p>Cooperation</p> <p>Safe/unsafe touches</p> <p>Positive relationships</p>	<p>Rights and Responsibilities</p> <p>Understanding media bias, including social media</p> <p>Caring: communities and the environment</p> <p>Earning and saving money</p> <p>Understanding democracy</p>
<p>Valuing Difference</p> <p>Recognising and celebrating difference</p> <p>Recognising and reflecting on prejudice-based bullying</p> <p>Understanding Bystander behaviour</p> <p>Gender stereotyping</p>	<p>Being My Best</p> <p>Aspirations and goal setting</p> <p>Managing risk</p> <p>Looking after my mental health</p>
<p>Keeping Myself Safe</p> <p>Understanding emotional needs</p> <p>Staying safe online</p> <p>Drugs: norms and risks (including the law)</p>	<p>Growing and Changing</p> <p>Coping with changes</p> <p>Keeping safe</p> <p>Body Image</p> <p>Sex education</p> <p>Self-esteem</p>

Appendix B - East Worlington Primary School Medium Term Planning

SCARF Three Year School Progression for 2 class school with year 6 covering their own discrete curriculum.

For ease of planning in small schools the progression plan provides one block of lessons per half term. This ensures that the key themes are covered equally over a three year period, avoiding repetition of lessons.

Two class school, three-year progression framework LOWER STAGES – FIRST YEAR	
<p>Me and My Relationships All About Me (R) What Makes Me Special (R) Why we have classroom rules (Y1) Thinking about feelings (Y1) Our ideal classroom (1) (Y2) Our ideal classroom (2) (Y2) How are you feeling today? (Y2)</p>	<p>Rights and Responsibilities Looking after my special people (R) Looking after money (Y1): recognizing, using, spending Being helpful at home and caring for our classroom (R) Harold’s wash & brush up (Y1) Around and about the school (Y1) Getting on with others (Y2)</p>
<p>Valuing Differences I’m special, you’re special (R) Same and different (R) Same OR different? (Y1) Unkind, tease or bully? (Y1) What makes us who we are? (Y2) How do we make others feel? (Y2)</p>	<p>Being My Best Bouncing back when things go wrong (R) Yes I can (R) I can eat a rainbow (Y1) Eat well (Y1) You can do it! (Y2) Harold’s postcard – helping us to keep clean and healthy (Y2)</p>
<p>Keeping Myself Safe What’s safe to go onto my body (R) Keeping myself safe: What’s safe to go into my body (including medicines) (R) Healthy me (Y1) Super sleep (Y1) Harold’s picnic (Y2) How safe would you feel? (Y2)</p>	<p>Growing and Changing Seasons (R) Life stages – plants, animals, humans (R) Inside my wonderful body (Y1) Taking care of a baby (Y1) A helping hand (Y2) Respecting privacy (Y2)</p>

Two class school, three-year progression framework LOWER STAGES – SECOND YEAR	
<p>Me and My Relationships Me and my special people (R) Who can help me? (R) Our Feelings (Y1) Feelings & Bodies (Y1) Our Special People balloons (Y1) Bullying or teasing? (Y2)</p>	<p>Rights & Responsibilities Caring for our world (R) Looking after my friends (R) Taking care of something (Y1) Harold’s money (Y1) When I feel like erupting (Y2) How can we look after our environment (Y2)</p>

Don't do that (Y2)	
Valuing Differences Same and different families (R) Same and different homes (R) Harold's school rules (Y1) Who are our special people? (Y1) My Special People (Y2) When someone is feeling left out (Y2)	Being my best Healthy eating (R) Healthy eating (2) (R) Harold has a bad day (Y1) Pass on the praise (Y1) Harold's bathroom (Y2) My day (Y2)
Keeping Myself Safe Safe indoors and outdoors (R) Listening to my feelings (1) (R) Who can help? (1) (R) Harold loses Geoffrey (Y1) What should Harold say? (Y2) I don't like that! (Y2)	Growing and Changing Life stages - Human life stage. Who will I be? (R) Where do babies come from? (R) Then and now (Y1) Who can help? (2) (Y1) Sam moves away (Y2) Basic first aid (Y2)

Two class school, three-year progression framework

LOWER STAGES – THIRD YEAR

Me and My Relationships My Feelings (R) My Feelings (2) (R) Good friends (Y1) How are you listening? (Y1) Types of bullying (Y2) Being a good friend (Y2) Let's all be happy (Y2)	Rights & Responsibilities Looking after money (2): Saving money and keeping it safe (R) How should we look after our money? (Y1) Harold saves for something special (Y2) Harold goes camping (Y2) Recount task (Y3)
Valuing Differences Kind and caring (1) (R) Kind and caring (2) (R) It's not fair! (Y1) An act of kindness (Y2) Solve the problem (Y2)	Being My Best Move your body (R) A good night's sleep (R) Harold learns to ride his bike (Y1) Catch it! Bin it! Kill it! (Y1) My body needs... (Y2) What does my body do? (Y2)
Keeping Myself Safe Keeping safe online (R) People who help to keep me safe (R) What could Harold do? (Y1) Good or bad touches? (Y1) Fun or not? (Y2) Should I tell? (Y2) Some secrets should never be kept (Y2)	Growing and Changing Getting bigger (R) Me and my body – Girls and Boys (R) Surprises and secrets (Y1) Keeping privates private (Y1) Haven't you grown! (Y2) My body, your body (Y2)

Two class school, three-year progression framework

UPPER STAGES – FIRST YEAR

Relationships As a rule (Y3) My special pet (Y3)	Rights and Responsibilities Our helpful volunteers (Y3) Harold's environment project (Y3)
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<p>Dan's dare (Y3) An email from Harold (Y4) Ok or not Ok (Part 1) (Y4) Ok or not Ok (Part 2) (Y4) Collaboration challenge! (Y5) Give and take (Y5)</p>	<p>Who helps us stay healthy and safe? (Y4) How do we make a difference? (Y4) What's the story? (Y5) Fact or opinion (Y5) Rights, responsibilities and duties (Y5)</p>
<p>Valuing Difference Family and Friends (Y3) Our friends and neighbours (Y3) Can you sort it? (Y4) Islands (Y4) Qualities of Friendship (Y5) Kind conversations (Y5)</p>	<p>Being My Best Derek cooks dinner (Y3) I am fantastic! (Y3) What makes me Me! (Y4) Making choices (formerly Ed6 learns to be human) (Y4) Getting fit (Y5) It all adds up! (Y5)</p>
<p>Keeping myself safe Safe or unsafe? (Y3) Alcohol and cigarettes: the facts (Y3) None of your business (Y3) Danger, risk or hazard? (Y4) Picture Wise (Y4) 'Thinking' about habits (Y5) Jay's dilemma (Y5) Spot bullying (Y5)</p>	<p>Growing and Changing Relationship tree (Y3) My changing body (Y3) Moving house (Y4) How are they feeling? (Y5) Taking notice of our feelings (Y5) Dear Hetty (Y5)</p>

Two class school, three-year progression framework
UPPER STAGES – SECOND YEAR

<p>Relationships Tangram team challenge (Y3) Thanks (Y3) How can we solve this problem (Y3) Human machines (Y4) Different feelings (Y4) How good a friend are you? (Y5) Relationship cake recipe (Y5)</p>	<p>Rights and Responsibilities Helping each other to stay safe (Y3) Its your right (Y4) In the news! (Y4) Safety in numbers (Y4) Volunteering is cool (Y4) Mo makes a difference (Y5) Spending wisely (Y5)</p>
<p>Valuing Difference My community (Y3) Let's celebrate our differences (Y3) Friend or acquaintance (Y4) What would I do? (Y4) Happy Being me (Y5) The land of the red people (Y5)</p>	<p>Being my Best Poorly Harold (Y3) Getting on with your nerves! (Y3) SCARF hotel (Y4) Harold's Seven R's (Y4) Different skills (Y5) My school community (2) (Y5)</p>
<p>Keeping Myself Safe Danger or risk? (Y3) The Risk Robot (Y3) Raisin challenge (1) (Y3) How dare you! (Y4) Medicines: Check the label (Y4) Know the norms (Y4)</p>	<p>Growing and Changing Secret or surprise? (Y3) Basic first aid (Y3) My feelings are all over the place! (Y4) All Change! (Y4) Changing bodies and feelings (Y5) Growing up and changing bodies (Y5)</p>

Ella's diary dilemma (Y5) Decision dilemmas (Y5) Play, like, share (Y5)	It could happen to anyone (Y5)
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**Two class school, three-year progression framework
UPPER STAGES – THIRD YEAR**

<p>Relationships</p> <p>Looking after our special people (Y3) Friends are special (Y3) When feelings change (Y4) Under pressure (Y4) Being assertive (Y5) Our emotional needs (Y5) Communication (Y5)</p>	<p>Rights and Responsibilities</p> <p>Can Harold afford it? (Y3) Earning money (Y3) Logo quiz (Y4) Harold's expenses (Y4) Why pay taxes? (Y4) Lend us a fiver! (Y5) Local councils (Y5)</p>
<p>Valuing Difference</p> <p>Respect and challenge (Y3) Zeb (Y3) The people we share our world with (Y4) That is such a stereotype! (Y4) Is it true? (Y5)</p>	<p>Being My Best</p> <p>For or against? (Y3) Body team work (Y3) Top talents (Y3) My school community (1) (Y4) Independence and responsibility (Y5) Star qualities? (Y5)</p>
<p>Keeping Myself Safe</p> <p>Super searcher (Y3) Help or harm? (Y3) Keeping ourselves safe (Y4) Raisin challenge (2) (Y4) Drugs: True or false? (Y5) Smoking: What is normal? (Y5) Would you risk it? (Y5)</p>	<p>Growing and Changing</p> <p>Body Space (Y3) Period positive (Y4) Secret or Surprise? (Y4) Together (Y4) Help! I'm a teenager, get me out of here! (Y5) Dear Ash (Y5) Stop, Start, Stereotypes (Y5)</p>

**Year 6
FIRST, SECOND and THIRD Year**

<p>Relationships</p> <p>Working together (Y6) Let's negotiate (Y6) Solve the friendship problem (Y6) Assertiveness skills (Y6) (formerly behave yourself (2) (Y6) Behave yourself (Y6) Dan's day (Y6) Don't force me (Y6) Acting appropriately (Y6) It's a puzzle (Y6)</p>	<p>Rights and Responsibilities</p> <p>Rights, responsibilities and duties (Y5) Two sides to every story (Y6) Fakebook friends (Y6) What's it worth? (Y6) Jobs and Taxes (Y6) Action stations! (Y6) Project pitch (parts 1 & 2) (Y6) Happy shoppers (Y6) Democracy in Britain 1 - Elections (Y6) Democracy in Britain 2 - How (most) laws are made (Y6)</p>
<p>Valuing Difference</p> <p>OK to be different (Y6) We have more in common than not (Y6) Respecting differences (Y6)</p>	<p>Being My Best</p> <p>5 ways to wellbeing project (Y6) This will be your life (Y6) Our recommendations (Y6)</p>

Tolerance and respect for others (Y6) Advertising friendships (Y6) Boys will be boys? - Challenging gender stereotypes (Y6)	Community Art (Y6) What's the risk? 1 (Y6) What's the risk? 2 (Y6) Basic First Aid (Y6)
Keeping Myself Safe Think before you click (Y6) Traffic lights (Y6) To share or not to share? (Y6) Rat park (Y6) What sort of drug is...? (Y6) Drugs: It's the law! (Y6) Alcohol: What is normal? (Y6) Joe's story (Part 1) (Y6) Joe's story (Part 2) (Y6)	Growing and Changing Helpful or unhelpful? Managing change (Y6) I look great! (Y6) Media manipulation (Y6) Pressure online (Y6) Is this normal? (Y6) Stop, Start, Stereotypes (Y5) Making babies (Y6) What is HIV? (Y6)

Cross Curricular Lessons Can be added to either 'Rights and Responsibilities' or 'Being my Best' units	
Let's have a Tidy Up (Y3)	Volunteering is Cool (Y4)

Captain Coram
<p>Found in the Y6 lessons on the SCARF website but can suitable for Y4-6. These 6 lessons can be used as a standalone unit of work</p> <p>Captain Coram 1 - Gin Lane: children's rights in the 18th century Captain Coram 2 - Thomas Coram and the Foundling Hospital Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century Captain Coram 5 - Life for Foundlings in the 20th century Captain Coram 6 - Coram today: children's rights in the 21st century</p>

Appendix C - Lapford Primary School Medium Term Planning

SCARF Three Year School Progression for 3 class school with year 6 covering their own discrete curriculum.

For ease of planning in small schools the progression plan provides one block of lessons per half term. This ensures that the key themes are covered equally over a three year period, avoiding repetition of lessons.

Three class school, three-year progression framework ROBINS CLASS – FIRST YEAR	
<p>Me and My Relationships All About Me (R) What Makes Me Special (R) Why we have classroom rules (Y1) Thinking about feelings (Y1)</p>	<p>Rights and Responsibilities Looking after my special people (R) Looking after my friends (R) Being helpful at home and caring for our classroom (R) Harold’s wash & brush up (Y1) Around and about the school (Y1)</p>
<p>Valuing Differences I’m special, you’re special (R) Same and different (R) Same OR different? (Y1) Unkind, tease or bully? (Y1)</p>	<p>Being My Best Bouncing back when things go wrong (R) Yes I can (R) I can eat a rainbow (Y1) Eat well (Y1)</p>
<p>Keeping Myself Safe What’s safe to go onto my body (R) Keeping myself safe: What’s safe to go into my body (including medicines) (R) Healthy me (Y1) Super sleep (Y1)</p>	<p>Growing and Changing Seasons (R) Life stages – plants, animals, humans (R) Inside my wonderful body (Y1) Taking care of a baby (Y1)</p>

Three class school, three-year progression framework ROBINS CLASS – SECOND YEAR	
<p>Me and My Relationships Me and my special people (R) Who can help me? (R) Our Feelings (Y1) Feelings & Bodies (Y1) Our Special People balloons (Y1)</p>	<p>Rights & Responsibilities Looking after money (1): recognizing, using, spending (R) Taking care of something (Y1) Harold’s money (Y1)</p>
<p>Valuing Differences Same and different families (R) Same and different homes (R) Harold’s school rules (Y1) Who are our special people? (Y1)</p>	<p>Being my best Healthy eating (R) Healthy eating (2) (R) Harold has a bad day (Y1) Pass on the praise (Y1)</p>
<p>Keeping Myself Safe Safe indoors and outdoors (R) Listening to my feelings (1) (R)</p>	<p>Growing and Changing Life stages - Human life stage. Who will I be? (R) Where do babies come from? (R)</p>

Who can help? (1) (R) Harold loses Geoffrey (Y1)	Then and now (Y1) Who can help? (2) (Y1)
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**Three class school, three-year progression framework
ROBINS CLASS – THIRD YEAR**

<p>Me and My Relationships</p> <p>My Feelings (R) My Feelings (2) (R) Good friends (Y1) How are you listening? (Y1)</p>	<p>Rights & Responsibilities</p> <p>Caring for our world (R) Looking after money (Y2): Saving money and keeping it safe (R) How should we look after our money? (Y1)</p>
<p>Valuing Differences</p> <p>Kind and caring (1) (R) Kind and caring (2) (R) It's not fair! (Y1)</p>	<p>Being My Best</p> <p>Move your body (R) A good night's sleep (R) Harold learns to ride his bike (Y1) Catch it! Bin it! Kill it! (Y1) Basic first aid (Y1)</p>
<p>Keeping Myself Safe</p> <p>Keeping safe online (R) People who help to keep me safe (R) What could Harold do? (Y1) Good or bad touches? (Y1)</p>	<p>Growing and Changing</p> <p>Getting bigger (R) Me and my body – Girls and Boys (R) Surprises and secrets (Y1) Keeping privates private (Y1)</p>

**Three class school, three-year progression framework
JAYS CLASS – FIRST YEAR**

<p>Relationships</p> <p>Our ideal classroom (1) (Y2) Being a good friend (Y2) As a rule (Y3) My special pet (Y3)</p>	<p>Rights and Responsibilities</p> <p>Getting on with others (Y2) Harold goes camping (Y2) Our helpful volunteers (Y3) Helping each other to stay safe (Y3)</p>
<p>Valuing Difference</p> <p>What makes us who we are? (Y2) Solve the problem (Y2) Family and friends (Y3) My community (Y3)</p>	<p>Being My Best</p> <p>You can do it! (Y2) What does my body do? (Y2) Derek cooks dinner! (healthy eating) (Y3) Poorly Harold (Y3)</p>
<p>Keeping myself safe</p> <p>Harold's picnic (Y2) Should I tell? (Y2) Safe or unsafe? (Y3) Danger or risk? (Y3) The Risk Robot (Y3)</p>	<p>Growing and Changing</p> <p>A helping hand (Y2) My body, your body (Y2) Relationship Tree (Y3) Body space (Y3)</p>

Three class school, three-year progression framework
JAYS CLASS – SECOND YEAR

<p>Relationships Bullying or teasing? (Y2) Let's all be happy! (Y2) Tangram team challenge (Y3) Looking after our special people (Y3) How can we solve this problem? (Y3)</p>	<p>Rights and Responsibilities When I feel like erupting - Recount (Y2) When I feel like erupting - Task (Y3) Harold's environment project (Y3)</p>
<p>Valuing Difference My Special People (Y2) Respect and challenge (Y3) Our friends and neighbours (Y3)</p>	<p>Being My Best Harold's bathroom (Y2) For or against? (Y3) I am fantastic! (Y3) Getting on with your nerves! (Y3)</p>
<p>Keeping myself safe What should Harold say? (Y2) Some secrets should never be kept (Y2) Alcohol and cigarettes: the facts (Y3) Super Searcher (Y3)</p>	<p>Growing and Changing Sam moves away (Y2) Respecting privacy (Y2) Secret or surprise? (Y3)</p>

Three class school, three-year progression framework
JAYS CLASS – THIRD YEAR

<p>Relationships Types of bullying (Y2) Dan's Dare (Y3) Thunks (Y3) Friends are special (Y3)</p>	<p>Rights and Responsibilities Harold saves for something special (Y2) Can Harold afford it? (Y3) Earning money (Y3)</p>
<p>Valuing Difference An act of kindness (Y2) Let's celebrate our differences (Y3) Zeb (Y3)</p>	<p>Being My Best My body needs... (Y2) Body team work (Y3) Top talents (Y3)</p>
<p>Keeping myself safe Fun or not? (Y2) None of your business! (Y3) Raisin challenge (1) (Y3) Help or harm? (Y3)</p>	<p>Growing and Changing Haven't you grown! (Y2) Basic first aid (Y2) My changing body (Y3) Basic first aid (Y3)</p>

Three class school, three-year progression framework
KINGFISHERS CLASS – FIRST YEAR

<p>Relationships An email from Harold! (Y4) Ok or not ok? (part 1) (Y4) Ok or not ok? (part 2) (Y4) Under pressure (Y4) Collaboration Challenge! (Y5) Give and take (Y5)</p>	<p>Rights and Responsibilities Who helps us stay healthy and safe? (Y4) It's your right (Y4) Why pay taxes? (Y4) What's the story? (Y5) Fact or opinion? (Y5)</p>
<p>Valuing Difference Can you sort it? (Y4)</p>	<p>Being My Best What makes me ME! (Y4)</p>

<p>That is such a stereotype! (Y4) Qualities of friendship (Y5) Kind conversations (Y5)</p>	<p>Making choices (formerly Ed6 Learns to be human) (Y4) Basic first aid (Y4) Getting fit (Y5) It all adds up! (Y5)</p>
<p>Keeping myself safe Danger, risk or hazard? (Y4) Picture Wise (Y4) Raisin challenge (2) (Y4) 'Thinking' about habits (Y5) Jay's dilemma (Y5) Spot bullying (Y5) Should I tell? (Y2)</p>	<p>Growing and Changing Moving house (Y4) Together (Y4) How are they feeling? (Y5) Taking notice of our feelings (Y5) Dear Hetty (Y5)</p>

Three class school, three-year progression framework
KINGFISHERS CLASS – SECOND YEAR

<p>Relationships Human machines (Y4) Different feelings (Y4) How good a friend are you? (Y5) Relationship cake recipe (Y5) Being assertive (Y5)</p>	<p>Rights and Responsibilities How do we make a difference? (Y4) In the news! (Y4) Rights, responsibilities and duties (Y5) Mo makes a difference (Y5)</p>
<p>Valuing Difference Islands (Y4) Friend or acquaintance? (Y4) Happy being me (Y5) The land of the Red People (Y5)</p>	<p>Being My Best SCARF Hotel (Y4) Different skills (Y5) My school community (2) (Y5) Independence and responsibility (Y5)</p>
<p>Keeping myself safe How dare you! (Y4) Medicines: check the label (Y4) Ella's diary dilemma (Y5) Decision dilemmas (Y5) Play, like, share (Y5)</p>	<p>Growing and Changing My feelings are all over the place! (Y4) All change! (Y4) Changing bodies and feelings (Y5) Growing up and changing bodies (Y5) It could happen to anyone (Y5)</p>

Three class school, three-year progression framework
KINGFISHERS CLASS – THIRD YEAR

<p>Relationships When feelings change (Y4) Our emotional needs (Y5) Communication (Y5)</p>	<p>Rights and Responsibilities Safety in numbers (Y4) Logo quiz (Y4) Harold's expenses (Y4) Spending wisely (Y5) Lend us a fiver! (Y5) Local councils (Y5)</p>
<p>Valuing Difference What would I do? (Y4) The people we share our world with (Y4) Is it true? (Y5) It could happen to anyone (Y5)</p>	<p>Being My Best Harold's Seven Rs (Y4) My school community (1) (Y4) Star qualities? (Y5) Basic first aid (Y5)</p>

Advertising friendships! (Y5)	
Keeping myself safe Know the norms (Y4) Keeping ourselves safe (Y4) Drugs: true or false? (Y5) Smoking: what is normal? (Y5) Would you risk it? (Y5)	Growing and Changing Period positive (Y4) Secret or surprise? (Y4) Help! I'm a teenager - get me out of here! (Y5) Dear Ash (Y5) Stop, start, stereotypes (Y5)

Year 6
FIRST, SECOND and THIRD Year

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Valuing Difference OK to be different (Y6) We have more in common than not (Y6) Respecting differences (Y6) Tolerance and respect for others (Y6) Advertising friendships (Y6) Boys will be boys? - Challenging gender stereotypes (Y6)	Being My Best 5 ways to wellbeing project (Y6) This will be your life (Y6) Our recommendations (Y6) Community Art (Y6) What's the risk? 1 (Y6) What's the risk? 2 (Y6) Basic First Aid (Y6)
Keeping Myself Safe Think before you click (Y6) Traffic lights (Y6) To share or not to share? (Y6) Rat park (Y6) What sort of drug is...? (Y6) Drugs: It's the law! (Y6) Alcohol: What is normal? (Y6) Joe's story (Part 1) (Y6) Joe's story (Part 2) (Y6)	Growing and Changing Helpful or unhelpful? Managing change (Y6) I look great! (Y6) Media manipulation (Y6) Pressure online (Y6) Is this normal? (Y6) Stop, Start, Stereotypes (Y5) Making babies (Y6) What is HIV? (Y6)

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Captain Coram 2 - Thomas Coram and the Foundling Hospital

Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity

Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century

Captain Coram 5 - Life for Foundlings in the 20th century

Captain Coram 6 - Coram today: children's rights in the 21st century