

The Federation of Broughton and West Tytherley Primary Schools PSHE Education Policy



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PSHE Education Policy

Name of school: Federation of Broughton and West Tytherley Primary Schools

Date of policy: February 2023

Members of staff responsible for PSHE Education: Teaching, learning and Curriculum lead, PSHE lead

Line Manager (Member of SLT): Lucy Macey

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1. How this Policy was developed

This policy was written by the Teaching, learning and Curriculum lead and PSHE lead and developed in consultation with parents, teachers and other school staff, governors and the pupils at The Federation of Broughton and West Tytherley Primary Schools (FBWTS). 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 Health Education[1] to ensure that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

The Department of Education (DfE) also encourages schools to deliver non statutory Sex Education.

A full definition of what constitutes Health, relationships and statutory/non statutory sex education can be found in the appendices. [1,2]

We at FBWTS 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. Personal, Social, Health and Economic (PSHE) education, including Relationships Education:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education,[2] 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. It helps children to stay safe online, develop healthy and safe relationships, make sense of media messages, challenge extreme views and have 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 programme, 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 FBWTS, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices[3]. 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 have mapped the six suggested half-termly units across our rolling two-year curriculum and have adapted 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.

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.

Class teachers follow the unit map we have created which are available on our website. Lessons are taught for most units in mixed age classes. However, the 'Growing and Changing' unit in summer 2 is taught in year groups to ensure that important information is shared at the appropriate time for the developmental stage of the children in each year group. Lessons will be delivered as weekly standalone PSHE lessons. 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 make the commitment to use correct anatomical language when discussing the human body.

5. Choice of resources

We have chosen SCARF as our primary PSHE resource because the lessons build on 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 Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge. [Find out about SCARF's three different assessment strands here.](#)

Following parent and staff consultation, we have identified topics we wish to position differently in our sequence of learning inline with what we feel is appropriate for our children and have therefore adapted resources to ensure our curriculum matches this. Details are included below in the 'What is being taught' section of this policy.

6. What is being taught

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it is 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 six 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 – 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 Y2, the children learn that animals, including humans, have offspring that grow into adults. Government guidance suggest they

should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, 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 Y6 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.

Government guidance [2] states:

In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.

Staff will therefore not teach religious or cultural perspectives. All lessons and content are to be delivered by staff in a factual, non-judgemental way. However, they will be aware of, and take into account the religious background of pupils in their class to help manage balanced debate which may take place about issues that are seen as contentious.

Accurate, scientific vocabulary will be used throughout the school. To ensure the vocabulary used in school is well communicated with parents and carers the vocabulary progression for the Growing and Changing unit is included in the

appendices of this policy. The vocabulary progression for all units is available on the school website.

Key adaptations:

Masturbation: This topic is first covered in SCARF in year 4. After consultation, we have moved this topic to year 5. This requires an adaptation to the video resource for Unit: Year 4 Growing and Changing Lesson: All Change! Options to access all videos shared as part of our PSHE curriculum are available on our website.[4]

Female Genital Mutilation (FGM): Non-statutory content. FGM is covered in the SCARF scheme but we felt that staff and students would need further support ensuring that this sensitive subject is taught in an effective and appropriate way, so we are including a supplemental lesson on this topic from The National FGM center. The National FGM Centre, in partnership with the Eve Appeal have collaborated in co-designing lesson plans for introducing FGM to young people. To best align teaching of this sensitive topic with our school context we have chosen to teach this topic in year 5 whilst delivering high quality and robust CPD to staff to support them in upholding their duty of safeguarding.

The lessons will be included in the 'Growing and Changing' unit. Parents will be reminded when this unit is coming up so they can contact school with any questions and be equipped to provide additional support/discussion at home if they wish.

The lesson plans equip schools and teachers with age-appropriate, interactive, specialist designed lesson plans that are easy to use and embed in class, which follow the mandatory RSE duty as well as PSHE Association standards for teaching. They come as part of a pack with teachers' guidance, with 'script'-like wording that can be followed and adapted, a PowerPoint presentation with teacher's notes, and an animation. Teachers can choose to deliver the lessons using either the PowerPoint or the interactive animation. Further information on engaging parents on the lesson plans, as well as frequently asked questions by children, is also provided. All these resources are available for parents to view via our website.

HIV: Scarf provide an optional lesson for year 6 on the topic of HIV. We have chosen not to teach this in school but will share the resources with parents as part of our year 6 information evening (see details under '6. How we Will Communicate with Parents') so they can share it with their child if they feel they are developmentally and emotionally ready.

Table of key subjects and issue and when they are introduced

Subjects and issues are introduced in an age appropriate way and revisited throughout the curriculum, building on prior knowledge inline with the childrens' developmental stage. Topics we have moved year group to better suit our context are highlighted in green.

Topic	Year group it is first introduced	Topic	Year group it is first introduced
Achievement	EYFS	Homophobic bullying	Year 3
Adoption	EYFS	Identity	EYFS
Alcohol	Year 3	Illness	EYFS
Arranged Marriage	Year 4	Inappropriate touch	Year 1
Aspirations	EYFS	Independence	Year 1
Assertiveness	Year 1	Internet/online safety	EYFS
Basic first aid	Year 1	IVF	Year 6
Being different	EYFS	Keeping safe	EYFS
Being yourself	EYFS	LGBT+	EYFS
Bereavement	Year 1	Life cycles	EYFS
Birth	Year 6	Managing Change	Year 1
Body changes At year 3 this includes: <ul style="list-style-type: none"> • Puberty changes • Female and male reproductive organs • The menstrual cycle 	Year 3	Marriage	Year 4
		Masturbation	Year 5
		Media influence	Year 1
Body image	Year 2	Menstruation/periods	Year 3
Body parts (see vocabulary progression document for age group specific body parts)	EYFS	Mental wellbeing/health	EYFS
		Negotiating	Year 2

		Outdoor education	EYFS
British Values	EYFS	Peer influence	Year 2
Bullying	Year 1	Peer pressure	Year 2
Caring	EYFS	Pregnancy	Year 6
Citizenship	Year 1	Prejudice	Year 3
Civil Partnerships	Year 4	Privacy	EYFS
Communication	EYFS	Puberty	Year 3
Community	EYFS	Pupil Voice	Year 1
Conception	Year 6	Racism	Year 3
Confidence/ Self Esteem	EYFS	Relationships	EYFS
Conflict resolution	Year 1	Reproduction	Year 2
Consent	Year 1	Resilience	EYFS
Cooperation	Year 1	Respect	Year 1
Dares	Year 3	Responsibility	EYFS
Dealing with loss	Year 1	Rights	Year 1
Decision making	EYFS	Risk taking	Year 3
Democracy	Year 3	Rules and laws	Year 1
Dental hygiene/ hygiene	EYFS	Safety/Safeguarding	EYFS
Discrimination	Year 3	Saving	Year 2

Diversity	EYFS	Secrets	Year 1
Drugs and medicines (see vocabulary progression document for age group specific topics)	EYFS	Sepsis	Year 5
		Sex	Year 6
		Sexting	Year 4
Economic education, including money	Year 1	Sexual orientation	Year 4
		Sleep	EYFS
Emotional Health	Year 1	Smoking and vaping	Year 3
Feelings/ Emotions and Emotional needs	EYFS	Social norms	Year 2
Environment	EYFA	Standing up for yourself	Year 2
Falling out	Year 2	Stereotypes	Year 3
Family	Year 1	Support networks	EYFS
FGM	Year 5	Surrogacy	Year 6
Forced marriage	Year 4	talents	EYFS
Friendship	EYFS	Teamwork	EYFS
Gender	EYFS	Tolerance	Year 1
Gender expectations	Year 5	Trust	Year 1
Getting help	EYFS	Unwanted touch	Year 2
Growing and changing	EYFS	Vaccination and immunisation	Year 2
Growing up	EYFS	Viruses	Year 1

Growth mindset	EYFS	Wet dreams	Year 4
Healthy eating / lifestyles	EYFS	5 ways to wellbeing	Year 2

7. How we will communicate with parents around what is being taught when

The following documents which provide information to parents are available on our website:

- PSHE policy including appendices
- Medium term plans which include topic and lesson titles
- Vocabulary progression documents
- Video links - sharing the videos (where available) that are shown in school
- PSHE Intent and implementation statements
- Book list
- Information for parents document provided by SCARF
- Road map learning journeys
- Knowledge organisers for each unit
- Parental rights information
- Science national curriculum
- National FGM Centre resources

Parents are welcome to contact the school at any time to arrange to come in and view lesson specific resources. Prior to the summer term, when we teach our Growing and Changing unit, parents will be reminded of what is coming up and invited to come in to talk to class teachers about content if they wish to.

Year 5 and 6 parents will be invited to an information evening either online or in person on the non-statutory parts of the year 5/6 curriculum.

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

PSHE lessons are taught by the 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. Class teachers have the autonomy to decide if, based on their understanding of the needs of the children in their class, certain lessons or topics would benefit from some time being built in for the children to work in single sex groups.

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 usual pastoral procedures. 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.

9. How PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE at FBWTS:

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. This is conducted twice, first at the beginning of the unit to determine the children's current position; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This allows 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 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.

Alongside ongoing monitoring throughout the school year, the PSHE education subject lead conducts an annual review of the teaching of PSHE to devise their action plan for the next year in which teaching and learning of the subject is evaluated. Areas for development are also identified.

10. 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 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.

Parents and others can request to see the school's policy on anti-bullying, equality and SEND for further information. All are available on the school website.

11. 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 come into school 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 be aware of what is being taught when 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.

12. Dissemination of the Policy

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.

Should further information about PSHE education be required, please contact the PSHE education lead or the Teaching Learning and Curriculum Lead Teaching, learning and Curriculum lead.

13. 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.

14. 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:

- School's own Safeguarding/Child Protection policy (including responding to disclosures)
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality policy
- DfE 'Keeping children safe in education' (2019)

All of these policies can be found on the school website.

Useful resources/Appendix

1. Health education statutory requirements

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

2. Relationships education and non-statutory sex education guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

3. Scarf overview

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	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 health – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	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 safety 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
Y2	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
Y3	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 Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	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
Y5	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 and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safer/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

4. Video links

EYFS

Unit: Growing and Changing Lesson: Life Stages- Plants, Animals Humans

[Frog life cycle animation - YouTube](#)

<http://www.youtube.com/watch?v=w77zPAAtVTuI>

<https://www.youtube.com/watch?v=G3VMI-EY2DM>

Unit: Growing and Changing Lesson: Getting Bigger

[Titch - You'll Soon Grow Into Them, Titch \(1997\) - YouTube](#)

Year 1 & 2 - no videos in this unit

Year 3

Unit: Growing and Changing Lesson: Body Space

[Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

Unit: Growing and Changing Lesson: None of your Business!

[Lee and Kim KS1 Curriculum eSafety material - YouTub](#)

Unit: Growing and Changing Lesson: My Changing Body

[All About Periods \(for Teens\) - Nemours KidsHealth](#)

Year 4

Unit: Growing and Changing Lesson: Preparing for puberty

[All About Periods \(for Teens\) - Nemours KidsHealth](#)

<https://amaze.org/video/puberty-wet-dreams/>

Unit: Growing and Changing Lesson: All Change!

Resources selected are different to those in the SCARF program as we feel they are a better fit for our children. Teachers can choose from the below videos to support this lesson.

Puberty in girls

<https://www.youtube.com/watch?v=oQZ4HLosRNw>

<https://www.youtube.com/watch?v=gV21b3ZpSLg>

Boys puberty

<https://www.youtube.com/watch?v=2XF0awGRTWs>

Year 5

Unit: Growing and Changing Lesson: Taking notice of our feelings

Revisit [Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

Unit: Growing and Changing Lesson: Growing up and changing bodies

Revisit relevant parts of

Puberty in girls <https://www.youtube.com/watch?v=oQZ4HLosRNw>

Puberty in Boys <https://www.youtube.com/watch?v=qv21b3ZpSLg>

Year 6

Unit: Growing and Changing Lesson: Pressure online

[NSPCC Share Aware Lucy & The Boy - YouTube](#)

Unit: Growing and Changing Lesson: I look great!

[Bodies: Different Shapes and Sizes. All Beautiful! - YouTube](#)

Unit: Growing and Changing Lesson: Is this normal?

Optional <https://amaze.org/video/puberty-finding-out-who-you-are/>

Unit: Growing and Changing Lesson: Making Babies - Non statutory

Video available to view in school as an external link cannot be provided.

Year 6 parents will be invited to an online meeting where it can be shared prior to the unit being taught, or they can make an appointment to come into school to view it.

5. FGM resources

Year 5 Resources

<http://nationalfgmcentre.org.uk/wp-content/uploads/2022/08/KS1-FGM-Lesson-Plan-.pdf>

General information

<http://nationalfgmcentre.org.uk/fgm/school-lesson-plans/>

6. Growing and changing vocabulary progression doc

Vocabulary progression documents for other topics available on our school website

EYFS	<p>Seasons</p> <ul style="list-style-type: none"> • Seasons • Spring • Summer • Autumn • Winter • cycle 	<p>Life Stages</p> <ul style="list-style-type: none"> • Growing • Life cycles • Egg • Seed • Baby • Grow • Change • Old • young 	<p>Where Do Babies Come From?</p> <ul style="list-style-type: none"> • family • baby • love • care • tummy • womb • pregnancy • egg • sperm • adoption • surrogacy • donated sperm/eggs • same-sex parents • one-parent families
	<p>Getting Bigger</p> <ul style="list-style-type: none"> • baby • child • teenager • adult • grow • messages (DNA/Genes) • families of different beliefs • adoption • surrogacy • IVF 	<p>Me and My body - Girls and Boys</p> <ul style="list-style-type: none"> • private parts • penis • vulva • testicles • vagina • eggs • sperm • privacy • my body is mine (body autonomy) • dolls and cars are for everyone (gender stereotyping) • privacy 	
Year 1	<p>Healthy Me</p> <ul style="list-style-type: none"> • energy • food • water • air • oxygen • exercise • sleep • healthy 	<p>Then and Now</p> <ul style="list-style-type: none"> • Change • Growing • Size • Height • Needs • help 	<p>Taking Care of a Baby</p> <ul style="list-style-type: none"> • Caring • Love • Attention • Needs • help
	<p>Who Can Help?</p> <ul style="list-style-type: none"> • Unkind • Unkindness • Tease • Teasing 	<p>Surprises and Secrets</p> <ul style="list-style-type: none"> • Surprise • Secret • uncomfortable 	<p>Keeping Privates Private</p> <ul style="list-style-type: none"> • privates • private • penis • vulva

	<ul style="list-style-type: none"> • Bully • Bullying • Witness • Experience • Getting help 		<ul style="list-style-type: none"> • hygiene • help • change • sore • doctor • private activity • private places • my body is mine (body autonomy)
Year 2	<p>Haven't you grown!</p> <ul style="list-style-type: none"> • growing • food • rest • sleep • care • learning • change • forward looking • making choices • asking permission 	<p>My body, Your Body</p> <ul style="list-style-type: none"> • unique • special • penis • testicles • vulva • nipples • private parts • my body is mine (body autonomy) • sperm • eggs • ovaries • womb • pregnancy 	<p>Respecting Privacy</p> <ul style="list-style-type: none"> • genitals • penis • vulva • private • privacy • consent • permission
	<p>Sam Moves Away</p> <ul style="list-style-type: none"> • Change • Loss • Feelings • Emotions • Frightening • nervous 	<p>A Helping Hand</p> <ul style="list-style-type: none"> • Help • Support • supportive 	<p>Some Secrets Should Never Be Kept</p> <ul style="list-style-type: none"> • genitals • penis • vulva • private • private parts • consent • permission • secret • uncomfortable • unsafe • tell • someone you trust
Year 3	<p>Relationship Tree</p> <ul style="list-style-type: none"> • Relationships • Positive • Healthy • Trust 	<p>Body Space</p> <ul style="list-style-type: none"> • Personal space • Body space • Invade • Uncomfortable 	<p>None of Your Business!</p> <ul style="list-style-type: none"> • Internet safety • Private • Public • Profile

	<ul style="list-style-type: none"> • caring 	<ul style="list-style-type: none"> • Stop • Respect • touch 	<ul style="list-style-type: none"> • Personal information
	<p>Secret or Surprise?</p> <ul style="list-style-type: none"> • secret • surprise • feelings • uncomfortable • angry • upset • jealous • worried • excited • scared • talk 	<p>My Changing Body</p> <ul style="list-style-type: none"> • egg • sperm • puberty • period • ovary • fallopian tube • uterus (womb) • lining • vagina • period/menstruation pad • tampon • menstruation cup • breasts • genitals • testicles • womb • wet dream • penis • mammals • fertilise • birth • hips • periods • spots • sweat • pubic hair • cervix • menstrual cycle • fertilise • menstruation 	<p>Basic First Aid</p> <ul style="list-style-type: none"> • first aid • risk • accident • danger • hazard • kettle • safe • burn • scald • accident • emergency
Year 4	<p>Moving House</p> <ul style="list-style-type: none"> • Learning line • practise 	<p>My Feelings Are All Over The Place!</p> <ul style="list-style-type: none"> • Compromise • Hormones • Puberty • Feelings • Independence • conflict 	<p>All Change!</p> <ul style="list-style-type: none"> • Puberty • pituitary gland • estrogen • testosterone • pubic hair • eggs • sperm • penis • testicles • breasts
	<p>Secret or Surprise?</p> <ul style="list-style-type: none"> • Secret • Surprise 	<p>Preparing For Puberty:</p> <ul style="list-style-type: none"> • puberty • menstrual cycle 	

	<ul style="list-style-type: none"> ● Uncomfortable feelings 	<ul style="list-style-type: none"> ● eggs ● periods ● menstruation ● period/menstruation pad ● tampons ● menstruation cup ● wet dreams ● testicles ● sperm ● semen ● hips ● periods ● spots ● sweat ● genitals ● pubic hair ● voice deepens ● testicles ● ovaries ● penis ● breasts ● vagina ● fallopian tube ● cervix ● lining of the uterus 	<ul style="list-style-type: none"> ● ovaries ● womb ● vagina ● vulva ● clitoris ● labia ● semen ● legal age of consent ● Marriage ● physical changes ● facial hair ● underarm hair ● sweat ● body odour ● wet dreams ● ejaculation ● erections ● growth spurt ● deeper voice ● breast growth ● reproduction ● testosterone ● mood swings ● sexual feelings ● Privacy ● Mood swings
	<p>Together</p> <ul style="list-style-type: none"> ● Marriage ● Live together ● Civil partnership ● Forced marriage 		

		<ul style="list-style-type: none"> ● pads ● tampons ● menstrual cup ● fertilised egg ● pregnant ● ejaculate ● nocturnal emission ● whitish fluid ● wet ● lubricated ● vulva ● slippery ● sexual nature ● felt good ● pee ● sheets ● laundry ● guilty ● embarrassed ● normal ● natural 	<ul style="list-style-type: none"> ● hair removal ● growth spurt ● wider hips ● Sexual feelings ● bras ● acne/pimples ● sebum ● headache ● stomach ache ● Vaginal discharge ● fallopian tube ● Vagina ● Endometrium (uterus lining) ● Cramps ● Pre menstrual stress ● Sanitary pad
Year 5	How are they feeling? <ul style="list-style-type: none"> ● Wellbeing ● resilience 	Taking Notice of Our Feelings <ul style="list-style-type: none"> ● Trust ● Resilience ● Unwanted attention ● Unwanted touch 	Growing and Changing Bodies <ul style="list-style-type: none"> ● Puberty ● Genitalia ● Semen ● Menstruation ● Period ● period/menstruation pads ● Tampon ● Managing feelings
	Changing Bodies and Feelings <ul style="list-style-type: none"> ● pubic hair ● clitoris ● vulva ● vaginal opening 	Dear Ash <ul style="list-style-type: none"> ● In confidence ● Break a confidence ● Confidential 	

	<ul style="list-style-type: none"> ● urinary opening ● lips (labia) ● penis ● menstruation cup ● period protection ● sweat ● washing ● body confidence ● emotions ● spots ● hair removal ● body autonomy ● vaginal discharge ● involuntary erections ● wet dreams ● body odour ● hormones ● hydration ● exercise ● sleep ● breast development ● hips widen ● height gain ● periods ● pubic hair ● menstruation ● genitalia ● deodrant ● shower gel ● washing powder ● spot cream ● facial wash ● period products ● masturbation 	<p>Help I'm A Teenager- Get Me Out Of Here!</p> <ul style="list-style-type: none"> ● Hormones ● Compromise ● Respect ● Mood swings ● Conflict ● Puberty ● Emotional changes 	<p>Dear Hetty</p> <ul style="list-style-type: none"> ● Separation ● Fostered
			<p>Know your body - supplementary lesson</p> <ul style="list-style-type: none"> ● Female genital mutilation (FGM) ● Vulva ● Rights ● illegal
Year 6	<p>I Look Great!</p> <ul style="list-style-type: none"> ● Body image ● Self esteem ● manipulation 	<p>Is This Normal?</p> <ul style="list-style-type: none"> ● puberty ● physical changes ● emotional changes ● rights ● periods ● mood swings ● spots ● voice deepening ● period products ● vulva 	<p>Pressure Online</p> <ul style="list-style-type: none"> ● Peer pressure ● Right to privacy ● Sharing online ● Online safety
	<p>Media Manipulation</p> <ul style="list-style-type: none"> ● Media manipulation ● Stereotype ● Gender stereotype 		<p>Making Babies</p> <ul style="list-style-type: none"> ● egg ● ovaries ● sperm ● testicles

		<ul style="list-style-type: none"> ● Puberty and finding out who you are ● identity ● manage emotions ● hormones ● physical changes ● feeling funny sexually ● start to have questions about sex ● sexual reaction ● friends ● more independence 	<ul style="list-style-type: none"> ● puberty ● vagina ● penis ● orgasm ● embryo ● womb ● sexual intercourse ● consensual ● condom ● surrogacy ● adoption ● IVF ● age of consent ● miscarriage ● conception ● condom ● consensual relationship ● hug ● cuddle ● kiss ● erection ● Vaginal wetness ● excited ● pleasurable feeling ● implant ● pregnancy ● birth ● caesarean ● cut ● labour ● muscles ● cervix ● hips widen ● wet dreams ● erections ● loving relationship ● cells ● semen ● ejaculate ● hormones ● menstrual cycle ● ripen ● lining of womb ● mature egg ● ovulation ● fallopian tube ● fertilisation ● uterine lining
		<p>Helpful or Unhelpful?</p> <ul style="list-style-type: none"> ● Change ● Support ● Conversation ● Discuss 	

			<ul style="list-style-type: none">● period <p>How a baby is born</p> <ul style="list-style-type: none">● vaginal childbirth● pelvis● efface● dilate● contractions● mucous plug● water break● doctor● midwife● cervical opening● birth canal● delivery● active labour● contracts● crowning fetal head● episiotomy● skull bones● umbilical cord● placenta● breastfeeding <p>All the different ways couples can create babies</p> <ul style="list-style-type: none">● queer couple● LGBTQ+● adoption● stepchildren● foster parents● artificial insemination● IVF● co maternity● surrogacy● blended family● donate sperm● sperm bank● derogatory● homophobic
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