



Relationships and Health Education Policy

Name of School	Petersgate Infant School
Date of review	February 2025
Date of next review	February 2026
Reviewed by	Wendy Mitchell Headteacher

School Vision

"for all children to grow into responsible, caring individuals who actively and positively contribute to the community."

At Petersgate Infant School, our vision outlined above is strengthened by our values of safety, caring, achievement, resilience and friendship. These values symbolise warmth, community and cohesion to ensure we are "working together to achieve our best".

As a school, we can apply these values through the following aims:

Aims

- Ensuring everyone stays healthy and safe.
- Ensuring everyone feels valued and has a sense of belonging.
- Providing a high quality learning environment.
- Helping everyone enjoy learning and achieving their best.
- Nurturing and developing the whole child.
- Ensuring everyone makes a positive contribution to the school and wider community.

Safeguarding at Petersgate Infant School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education.

1- Introduction

At Petersgate Infant School, we believe that children should have opportunities to develop their self-esteem, with the ability to form and maintain healthy relationships and make informed decisions about a range of moral and social issues, both in the community and online.

It is now a statutory requirement for primary schools to deliver Relationships Education. Health education is also statutory in schools. As an infant school, we will be focusing on Relationships Education with a focus on friendship, bullying and the building of self-esteem. Health Education will cover topics such as the benefits of keeping fit and eating a healthy, balanced diet.

2- How this Policy was developed

This policy has been created in light of the statutory guidance for Sex and Relationships Education (DfE, 2021), by the PSHE co-ordinator and Senior Leadership Team, including the deputy head teacher and head teacher. This policy has been developed in consultation with parents, teachers and other school staff, including governors, at Petersgate Infant School. 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 will be approved by the school's governing body.

This policy will be reviewed every three years, unless appropriate guidance necessitates change.

3- What is Relationships Education?

Our Relationships Education 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, and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's Relationships and Health Education (RHE) 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 RHE 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.

Our Relationships and Health Education also heavily supports the safeguarding of our children, which you can read more about in our Safeguarding Policy. It is essential that children understand what safe relationships look and feel like, in order to keep themselves safe and report any concerns they may have.

3.1- Our Aims

By the time our children leave Petersgate Infant School, we aim for them to recognise characteristics of positive and healthy relationships, and learn how to identify if these relationships are making them feel unhappy or unsafe, and how to seek help or advice if needed. This includes family life, friendships and other relationships that occur online. They will also understand the importance of respecting others, regardless of their differences.

4- How RHE is provided

At Petersgate Infant School we use SCARF, a comprehensive scheme of work for Personal, Social, Health and Economic (PSHE) Education and RHE education. An overview of SCARF can be found in our appendices. It covers all of the DFE's new statutory requirements for Relationships Education and Health Education, as well as contributing to different subject areas in the National Curriculum.

Each year group has six half termly units that form a spiral curriculum, which build on knowledge and skills taught the previous year. We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances for our school. Our PSHE co-ordinator works in conjunction with teaching staff to ensure that all staff are equipped with the knowledge, skills and resources to deliver RHE content confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training clips.

Class teachers follow the suggested six half termly units provided by SCARF for each year as a weekly PSHE lesson. This is an explicitly taught session, which is also complemented by our values assemblies and promoting the SCARF values throughout the school day. The lesson plans list the specific learning objectives for each session and provide support for how to teach the lessons. However, we are also responsive to the needs of the children as well as key issues in year groups that may arise and therefore may plan in extra opportunities to teach key subject knowledge or skills if necessary.

We have chosen SCARF as our PSHE and RHE resource due to its spiral curriculum, allowing children to build upon their 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 scheme of work, so that children are increasingly and appropriately challenged as they move up the school. Key vocabulary has also been identified for each year group, which is then taught in our weekly PSHE lessons.

4.1- Resources

Within these half termly units of work will also be a range of resources for teachers and Learning Support Assistants (LSAs) to use within their teaching. These vary according to the topic, and may include stories, short videos and worksheets. These have been selected as high quality resources to support and scaffold children in their learning, as well as to create a safe learning environment. Coram Life Education also provide us with a visit from the Life Education Bus in the summer term. This is where children have the opportunity to visit the bus and meet Harold the giraffe, Coram Life Education's mascot, and take part in PSHE learning in a different environment. If parents wish to view some of our RHE resources, please make an appointment with your child's class teacher.

4.2- Groupings

Relationships Education, along with all other PSHE learning, will be taught in class groupings but may have activities to complete independently or within small groups. For the majority of the year, this will occur on a weekly basis, and teaching will be delivered either by the class teacher or an LSA. Therefore, the members of staff within each class hold a responsibility to follow the planning and deliver Relationships Education.

In Early Years, Relationships Education will primarily take place during planned circle time sessions held by the teacher or LSA (if working in Key Worker groups). Key worker groups allow Early Years children to develop a close relationship with one adult in the classroom, and may therefore encourage them to share any concerns or worries.

4.3- Subject Content

In the Early Years Foundation Stage, RHE education is about making connects; it is strongly linked to child-led activities, including play. PSHE and RHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills.

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 in 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.

The subject content for all children is set out below:

	Unit Taught
Autumn 1	Me and My Relationships
Autumn 2	Valuing Difference
Spring 1	Keeping Myself Safe
Spring 2	Rights and Responsibilities
Summer 1	Being my Best
Summer 2	Growing and Changing

Within the National Curriculum for 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.

4.4- Creating a Safe Learning Environment

A safe learning environment is essential when teaching Relationships Education, and we will ensure that our children feel secure and comfortable during their learning. Children may feel embarrassed or nervous when talking about a new subject. Listed below are some ways that staff may use to help create a safe learning environment:

- Ice breaker activities
- A reminder of our SCARF values (Safety, Caring, Achievement, Resilience, Friendship)
- Developing a group agreement , or 'golden rules' with the children e.g. no personal questions will be asked or that there is no such thing as a silly question, being respectful to each other
- Using correct terminology – this ensures all pupils will know what is being discussed in the lesson, and can help staff to safeguard children consistently
- Distancing techniques – using stories that focus on a fictional character allow children to feel safe to explore what they may be going through. It helps children explore different issues such as making and losing friends, bullying and growing up without children having to identify themselves as someone having these worries or concerns.
- Being honest with difficult questions – sometimes, children will ask questions that may be difficult to answer. If it is a factual question that staff do not know the answer to, staff should thank the child for their question and be honest. They will then find the answer to the question, and respond in the next session or at an appropriate time. If it is a question that staff feel is best answered 1:1, perhaps because it is not directly relevant to the lesson or that it is a question that is expected from an older child, staff will try to offer some information that is age appropriate and offer to talk to them again after the lesson. This will give staff a better idea of where the question might be coming from and explore any concerns that staff may have.
- To safeguard the children, RHE is primarily taught by the class teacher. If anything of concern is raised, this is reported in line with our Safeguarding and Child Protection policies.

Support is provided to children experiencing difficulties on a one-to-one basis if needed.

5- Monitoring and Evaluating

Monitoring, Evaluation and Assessment of the Relationships Education programme is important as it enables schools to:

- Understand children's stage of development and needs
- Deliver relevant and engaging lessons
- Reflect on and analyse the impact and effectiveness of Relationships Education in the classroom and across the school

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

5.1- Early Years Foundation Stage

As with all Early Years practice, the focus for Relationships Education assessment is through teacher observation. Opportunities for assessment can be found in the planned Continuous Provision enhancements and throughout other activities such as circle time.

5.2- Key Stage 1

A range of assessment methods are used in Years 1 and 2 to ensure progress and that the programme is meeting the needs of the children. These may include the use of Seesaw to record children's discussions and thoughts, children's conferencing, anecdotal evidence that can be used on displays, and draw and write activities that are carried out before and after a unit of work.

A post unit assessment is available for each unit of work completed by the children. These could include children recording their reflections in a journal or on a poster. For each unit of work there is also an opportunity for members of staff to make note of any misconceptions to be revisited, as well as any comments that cause concern.

It is important that staff reflect on the effectiveness of their planning and teaching of Relationships Education, and use the information from assessment to adapt their future teaching or provision.

6- Making Learning Accessible

At Petersgate Infant School, we strive to ensure that all our teaching and learning is inclusive of all pupils. Our planning, teaching, resourcing and assessment of Relationships Education takes all genders, ethnicities, cultures, backgrounds, sexual orientation and Special Educational Needs (SEND) into consideration. Schools must comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. Our children will receive a Relationships Education, which is relevant and relatable to themselves and their lives.

SCARF lesson plans are flexible and allow for teachers to adapt the content in order to meet the needs of the children in their class.

6.1- Gender

By teaching in our class groupings, children will be part of Relationships Education discussions and learn concepts that apply to all genders.

6.2- Ethnic, Religious and Cultural Diversity

Our Relationships Education programme recognises the need for our children to be aware of different cultures and ethnicities. We introduce our children to cultural diversity, through our teaching and the resources that we use. We also believe that it is important for our children to understand that different cultures may hold different beliefs, and that we are respectful of these beliefs regardless of whether or not they are different to our own.

We also welcome parents and carers to speak to us about their needs, where we can take account of their views.

6.3- Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ+)

We will ensure that our Relationships Education provision will meet the needs of all children appropriately, and that all children understand the importance of equality and respect. LGBTQ+ content is not taught explicitly at this stage, however different family types, including those that consist of LGBTQ+ parents and carers, are discussed and may be present in resources used by staff.

6.4- Varying home backgrounds

Our programme and units of work recognise that our pupils come from a variety of family situations and home backgrounds, and these are acknowledged in our teaching and resources used.

6.5- Special Educational Needs

High quality teaching will be personalised for those children with SEND to ensure accessibility. All children will start their Relationships Education learning at an appropriate starting point, with appropriate assessment.

We are also aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, subjects such as Social, Emotional and Mental Health can be particularly important for some children.

Our planning and teaching is adapted when necessary through differentiated resources and varying levels of support, for those children who may have; alternative methods of communication, and those with profound learning difficulties. Support may include the use of visual aids and symbols, which may be used to access at least the most basic content from our programme, such as self-awareness, gender awareness, body recognition and privacy.

7- Dealing with Questions

Difficult or intimate questions may arise as a result of teaching Relationships Education. Therefore, it is important that staff feel equipped to handle and deal with sensitive questions and recognise that there may be a legal requirement to answer a child's question factually and impartially.

If it is a factual question that staff do not know the answer to, or do not know how to respond, staff should thank the child for their question and be honest that at present, they are not sure how to answer. Staff will then use guidance documents or seek support from the PSHE coordinator in how to respond, before answering the question in the next session or at another appropriate time.

If it is a question that staff feel is best answered 1:1, perhaps because it is not directly relevant to the lesson or that it is a question that is expected from an older child, staff will try to offer some information that is age appropriate and offer to talk to them again after the lesson. This will give staff a better idea of where the question might be coming from and explore any concerns that staff may have.

Staff cannot offer or guarantee pupils unconditional confidentiality. This should be understood by all staff and children, and can be embedded into a group agreement. Staff should follow the school procedures as set out in the Safeguarding and Child Protection Policy.

8- Withdrawing Children

From September 2020, it is a statutory requirement that primary schools address relationships in their Relationships Education. Therefore, parents will not have the right to withdraw children from the statutory Health & Relationship Education lessons. Part of Relationships Education is to ensure that children know the differences between appropriate and inappropriate or unsafe contact (DfE, 2021) and therefore, children will be taught and encouraged to use the correct anatomical names for body parts, including their genitalia. The PSHE Association outlines that children should be able to use the terms; vulva, vagina, penis and testicles. It is vitally important that children should understand and be able to

use the correct vocabulary in order to report concerns or abuse, and for us to safeguard children in line with our Safeguarding and Child Protection policies.

The SCARF vocabulary builder document outlines the terminology for the Growing and Changing units that should be used within each year group, as part of the spiral curriculum.

Vocab	EYFS	Year 1	Year 2
	Change, grow, bigger, taller, life cycles, egg, seed, baby, child, teenager, adult, tummy, womb, pregnancy, egg, sperm adoption, private parts,	Change, grow, size, height, surprise, secret, privates, penis, vulva, hygiene, private places	Change, unique, genitals, penis, testicles, vulva, nipples, private parts, sperm, eggs, ovaries, womb, pregnancy, private, privacy, consent,
	penis, vulva, make a baby, different families, private places		permission, uncomfortable, unsafe

We believe that it is important for both staff and children to use the correct terminology to ensure their safety and meet the following objectives:

- Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Know how to ask for advice or help for themselves or others.
- Know how to report concerns or abuse and the vocabulary and confidence needed to do so.
- Be explicit in regards to consent, even in terms of hugs and touches.

Parents will be informed of upcoming learning that will involve the vocabulary listed above. Please see an example letter in the appendices of this policy.

We believe that Relationships Education is best delivered in partnership with parents. Therefore, this policy will be emailed out to all parents as well as made available on our website. Any questions or concerns can be emailed to the school and a response will be sent.

9- Policy Review and Development Plan

This policy will be reviewed in September 2024, by the PSHE co-ordinator and head teacher.

10- Sources of Further Information

Keeping Children Safe in Education (DfE, 2023)

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, 2021)

Relationships Education Teacher Guidance (Coram Life Education, 2020)

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

- Safeguarding Policy
- Child Protection Policy
- Equality, Diversity and Inclusion Policy
- DfE Keeping children safe in education (2023)

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	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 my body healthy – 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

Petersgate PSHE Curriculum 2023-24

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
EYFS	All About Me What Makes me Special Me and my Special People Who can Help Me? My Feelings	I'm Special, you're special Same and Different Families Homes I am caring Clever Never Goes	What's safe to go onto my body Keeping Myself Safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who keep me safe	E-safety Looking after my special people Looking after friends Being helpful at home Caring for our world	Bouncing back when things go wrong Yes, I can! Healthy eating My Healthy Mind Move your body A Good Night's Sleep	Seasons Life stages Life stages Where do babies come from? Getting bigger Me and my body
	Zones of Regulation introduced in September and sessions completed throughout Autumn and Spring terms.					
Year 1	Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	Same or different? Unkind, tease or bully? It's not fair! Who are our special people? Special people balloons Clever Never Goes	Super sleep Who can help? Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey E-safety	Harold has a bad day Around and about the school Taking care of something How should we look after our money? Basic first aid	I can eat a rainbow Eat well Wash and brush up Catch it! Bin it! Kill it! Pass on the praise! Healthy me (S2)	Then and now Taking care of a baby Who can help? Surprises and secrets Keeping privates private
	Zones of Regulation revisited in September and sessions completed throughout Autumn and Spring terms.					
Year 2	Our ideal classroom 1 and 2 Let's all be happy Being a good friend Types of bullying Don't do that!	What makes us who we are? How do we make others feel? When someone is feeling left out An Act of kindness Solve the problem Clever Never Goes	Harold's picnic What should Harold say? I don't like that! Fun or not? Should I tell?	Getting on with others When I feel like erupting Playing games How can we look after the environment?	You can do it! My day Harold's postcard What does my body do? Basic first aid	A helping hand Sam moves away Haven't you grown? My body, your body Respecting privacy Some secrets should never be kept
	Zones of Regulation introduced in September and sessions completed throughout Autumn and Spring terms.					

PSHE Long Term Map 2024-2025 – this is being updated during the year (see above for key focus for summer 1 and summer 2 and this will be added in this format in line with SCARF requirements)

PSHE Long term plan 2024-25						
Year R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me and My Relationships All About Me Similarities and differences Describing feelings What Makes me Special Me and my Special People Who can help me? My feelings My feelings 2 How to help others RSE Links - Families are important Characteristics of healthy family life Other families can look different Importance of respect Importance of friendships	Valuing Difference I'm Special, You're Special Same and Different Same and Different Families Same and Different Homes I am Caring I am a Friend Being sensitive towards others Celebrate what makes us unique Recognise we can have things in common Use speaking and listening skills The importance of care and kindness Building friendships and cooperation RSE Links – Importance of respecting others Importance of self-respect	Keeping Safe What's safe to go onto my body Keeping Myself Safe What's safe to go onto my body Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe RSE Links - How to recognise/report feelings of being unsafe or feeling bad about any adult How to recognise/talk about emotions Personal hygiene How to seek support if they are worried about their health Characteristics of a poor diet Importance of families	Being my Best Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep RSE Links – Characteristics of friendships How to recognise/talk about emotions What constitutes a healthy diet Importance of exercise Importance of sleep Dental health Personal hygiene	Rights and Respect	Growing and Changing
	Zones of Regulation Wall posters Zones Bingo	Zones of Regulation The Zones in Video The Zones in Me	Zones of Regulation Understanding different perspectives Me in my Zones	Zones of Regulation How do I feel? My zones across the day	Zones of Regulation Caution, triggers ahead	Zones of Regulation

Year 1	Me and My Relationships	Valuing Difference	Keeping Safe	Being my Best	Rights and Respect	Growing and Changing
	<p>Why we have classroom rules</p> <p>How are you listening?</p> <p>Demonstrate attentive listening skills</p> <p>Suggest simple strategies for resolving conflict</p> <p>Give and receive positive feedback</p> <p>Thinking about feelings</p> <p>Responding to body language</p> <p>Emotions can give a physical reaction in our body</p> <p>Our feelings</p> <p>Feelings and bodies</p> <p>Good friends</p> <p>RSE Links –</p> <p>Characteristics of friendships</p> <p>How to recognise who to trust/not to trust</p> <p>Importance of respecting others</p> <p>How to recognise/report feeling unsafe</p> <p>How to recognise and talk about emotions</p>	<p>Same or different</p> <p>Empathy</p> <p>Appreciation</p> <p>Unkind, tease or bully?</p> <p>Harold's school rules</p> <p>It's not fair!</p> <p>Who are our special people?</p> <p>Name qualities that makes a person special</p> <p>Recognise they belong to various groups and communities</p> <p>RSE Links –</p> <p>Families look different</p> <p>Stable caring relationships are at the heart of happy families</p> <p>Importance of respect</p> <p>Characteristics of friendships</p> <p>Courtesy and manners</p> <p>Boundaries</p> <p>Kindness</p> <p>Characteristics of healthy family life</p> <p>Simple self-care techniques</p>	<p><u>Super Sleep</u></p> <p><u>Who can help?</u></p> <p>Good or bad touches?</p> <p>Sharing pictures</p> <p>What could Harold do?</p> <p>Harold loses Geoffrey</p> <p>RSE Links –</p> <p>Importance of sleep</p> <p>Recognising if family relationships are making them unhappy/unsafe</p> <p>Characteristics of friendships</p> <p>Respect</p> <p>Bullying</p> <p>Recognise/report feelings of being unsafe or feeling bad about any adult</p> <p>Importance of permission seeking</p> <p>Appropriate boundaries</p> <p>Privacy</p> <p>Reporting concerns</p> <p>Where to get advice</p> <p>Emotions</p>	<p>I can eat a rainbow</p> <p>Eat well</p> <p>Harold's wash and brush up</p> <p>Catch it! Bin it! Kill it!</p> <p>Harold learns to ride his bike</p> <p>Pass on the praise!</p> <p>Inside my wonderful body</p> <p>RSE Links –</p> <p>What constitutes a healthy diet</p> <p>Dental health</p> <p>Personal hygiene</p> <p>Characteristics of friendships</p> <p>How to recognise who to trust/not to trust</p> <p>Importance of respect</p> <p>Manners</p> <p>How to seek support if worried about health</p>		
	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation
	<p>Creating wall posters</p> <p>Zones Bingo</p> <p>Zones in Video</p>	<p>Me and my Zones</p> <p>My Zones across the day</p> <p>Triggers ahead</p>	<p>Drip feed</p>	<p>Drip feed</p>	<p>Drip feed</p>	<p>Drip feed</p>

Year 2	Me and My Relationships Our ideal classroom How are you feeling today? Let's all be happy Being a good friend Types of bullying Don't do that! Bullying or teasing? Recognise different types of bullying People have different ways of expressing their feelings Responding to other's feelings Strategies for dealing with bullying RSE Links – Practical steps to improve respectful relationships Normal range of emotions Recognise and talk about emotions Where to seek support	Valuing Difference What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem Identify physical and non-physical differences and similarities between people Use words/phrases that show respect RSE Links – Importance of respect Practical steps to improve respectful relationships Characteristics of healthy family life Other families look different Stable caring relationships are at the heart of happy families	Keeping Safe Harold's Picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? RSE Links – Recognise/talk about emotions Benefits of exercise Legal and illegal harmful substances Appropriate boundaries Recognise/report feelings of being unsafe or feeling bad about any adult Safely respond to adults (in all contexts including online)	Being my Best You can do it! My day Harold's postcard – helping us to keep clean and healthy Harold's bathroom What does my body do? My body needs... Basic first aid RSE Links – How to recognise/talk about their emotions Importance of exercise Healthy diet Dental health How to make clear and efficient calls to emergency services if necessary Concepts of basic first aid		
	Zones of Regulation Creating wall posters Zones Bingo Zones in Video	Zones of Regulation Me and my Zones My Zones across the day Triggers ahead	Zones of Regulation Drip feed	Zones of Regulation Drip feed	Zones of Regulation Drip feed	Zones of Regulation Drip feed

Learning Journey Growing and Changing Early Years

coram
Life Education

SCARF

Children notice the similarities and differences between males and females. They begin to play inclusively with their friends, regardless of their sex (if not already doing so). They think differently and more openly about what a family may look like.

NURSERY
When I was
a baby

Children talk about how babies change as they grow, what they need and how this changes as they grow. They share their own experiences and listen to those of the others.

NURSERY
Girls, boys
and families

Children understand that animals and humans change in appearance over time. They use relevant vocabulary such as egg, seed, baby, grow, change, old, and young (and the names for young animals). They make observations and ask questions about living things.

RECEPTION
Life stages –
plants,
animals,
humans

Children use the language and describe the different life stages of: baby, child, teenager, adult, older age, and talk about their own experience of growing up.

RECEPTION
Life stages:
Human life
stage – who
will I be?

RECEPTION
Where do
babies come
from?

Children are introduced to the basics of human reproduction (not sexual intercourse). They understand that a baby is made by a woman and a man, and grows inside a woman's tummy/womb. They recognise that every family is different and talk about the similarities and differences between themselves and others.

Children reflect on how they have changed as they have grown. They can explain the differences between babies, children, and adults, and understand that we are all unique.

RECEPTION
Getting bigger

Children learn the names of parts of the body (including reproductive parts) using the correct vocabulary. They can explain which parts of their body are kept private and safe - and why. They know to tell or ask an appropriate adult for help if they feel unsafe.

RECEPTION
Me and my
body – girls
and boys

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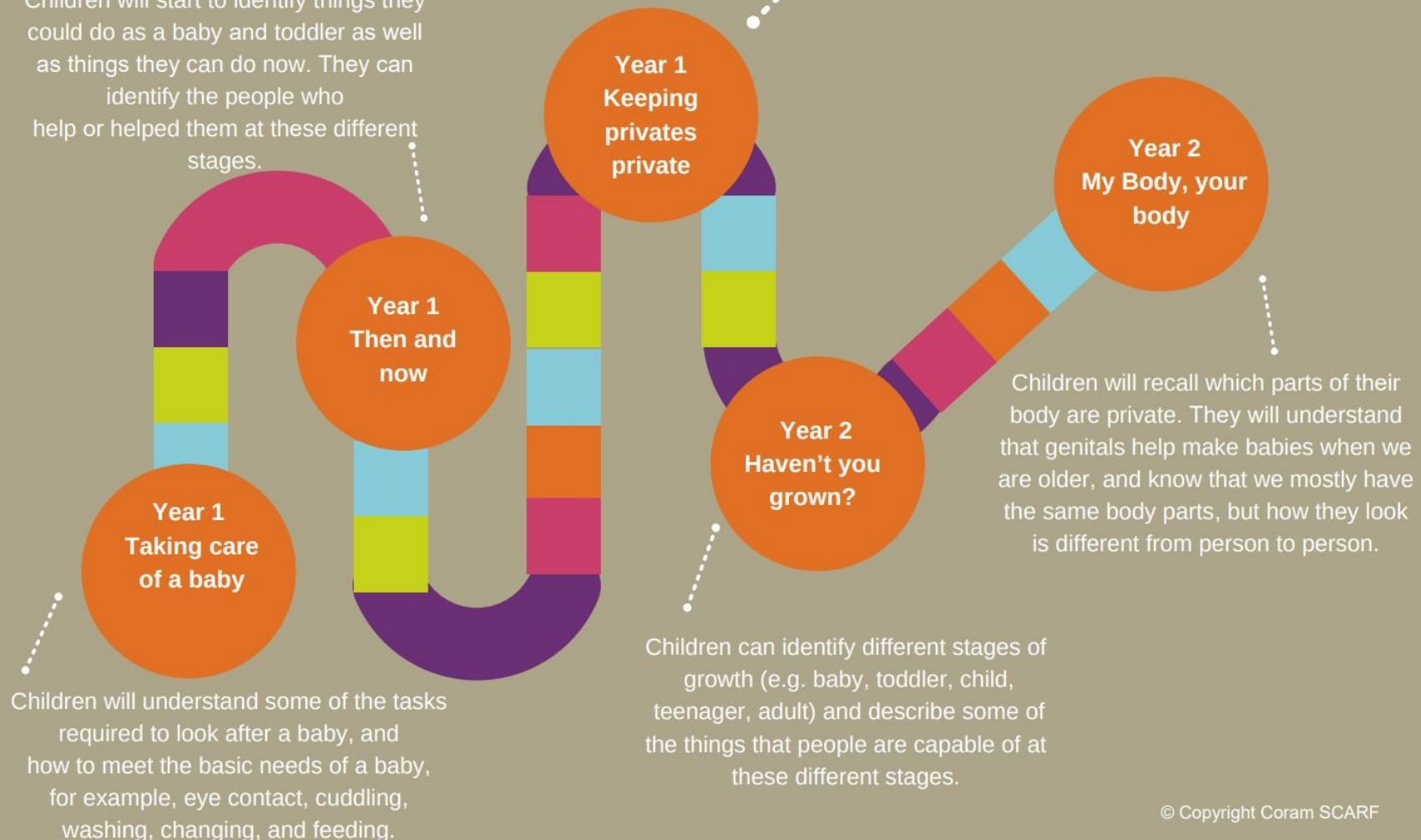
Learning Journey Growing and Changing Key Stage 1

coram
Life Education

SCARF

Children will be able to identify parts of the body that are private and ways in which they can be kept private. They can identify people that it's ok to talk to about their private parts.

Children will start to identify things they could do as a baby and toddler as well as things they can do now. They can identify the people who help or helped them at these different stages.



Example Letter to Parents

Dear Parent/Carer,

Year 1 'Growing and Changing' Relationships and Sex Education unit

Promoting the health and well-being of our pupils is an important part of children's overall education. We do this through our Personal, Social and Health Education (PSHE) curriculum. This looks at many topics including physical and emotional health, all kinds of relationships, and living in the wider world.

In the next few weeks, our school will be focusing on part of our SCARF PSHE scheme to deliver some of the relationships and sex education (RSE) aspect of our PSHE programme to Year 1 children. It became a legal requirement in September 2020 for relationships and sex education to be taught across the school, in an age- and developmentally-appropriate way. The design of the programme has taken into account the requirements of the statutory guidance, up-to-date best practice guidance, and the needs of our children.

Your Year 1 child will be exploring themes including *'Keeping Privates Private'* and *'Inside my Wonderful Body'*. During these lessons, correct vocabulary will be taught and shared with your child. This includes the scientific vocabulary of penis, vulva and vagina. These scientific names are used across all years, so that children are able to express themselves clearly when talking about these body parts.

We recognise that parents and carers play a vital part in their child's RSE, and we encourage you to use this vocabulary with your child at home as well. If further advice/support is required, or you have any questions about the programme, please do not hesitate to speak to your child's class teacher or the Headteacher.

If after reading this letter you have any questions about the programme, please do not hesitate to contact the school.

Yours Sincerely