

# Fiddlers Lane

## Community Primary School

### **DRAFT PSHE / RSE Policy**

<b>Approved by:</b>	Councillor Lewis Nelson Chair of Governors	<b>Date:</b>	
<b>Last reviewed on:</b>	N/A		
<b>Next review due by:</b>	July 2023		

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## 1. How this Policy was developed.

This policy was written and developed in consultation with parents, teachers and other school staff, governors and the pupils at Fiddlers Lane School. We have listened and responded to all views to help strengthen the policy (parent consultation was between 11<sup>th</sup> June and 21<sup>st</sup> June), 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 at Fiddlers Lane Primary school 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. Our school Mission statement

At Fiddlers Lane Community Primary School, we aim to:

- Work together with parents and carers to create a friendly and caring, co-operative community where every child has a love of learning, and attends school every day.
- Maintain a happy, caring environment in which children feel secure to grow and develop intellectually, socially, emotionally, culturally, spiritually and physically, to their full potential.
- Inspire a love for learning, with each child developing a lively enquiring mind so that they have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices whilst at school and in their later life.
- Give children opportunities to develop the skills and attitudes necessary to work both independently and collaboratively, and also to develop the responsible attitudes that will enable them to become active and caring members of the community.

- Provide a relevant, broad and balanced education for all pupils that is coherently planned and sequenced.
- Promote a positive attitude towards learning and have a high ambition to broaden the life experiences of our learners and equip them with the knowledge and cultural capital they need to succeed in life.
- Have high expectations of work and behaviour.
- Value the whole child and celebrate diversity.
- Provide a varied curriculum to make learning fun, including the use of ICT, and where possible giving children first hand experiences.

### 3.1 Statement of Intent

At Fiddlers Lane we consider PHSE to be an essential part of our curriculum. The emotional well-being of our pupils is very important and we have made sure that Personal Social Health and Economic Education is taught as a priority and timetabled in every week for all pupils.

We have chosen SCARF as our PSHE/RSE 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 Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

## 4. 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,<sup>1</sup> 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

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<sup>1</sup> Delete as appropriate

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; For this to be a guiding factor in the relationships they build.
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.
9. For every child to understand what a healthy relationship is, and how that links to Keeping safe, including online safety;
- 10 To help children understand the diversity in relationships.

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.

## **5. How PSHE education, including Relationships Education, is provided**

At Fiddlers Lane Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices<sup>2</sup>. 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

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<sup>2</sup> SCARF long term planning document <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

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.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons are a weekly standalone PSHE lesson as well as some cross-curricular lessons in Science, PE and IT. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons.

## 6. What is being taught

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage<sup>3</sup> as well an overview of our Science programmes of study<sup>4</sup>.

### The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is a Prime Area of Learning. The Early Learning Goals are about **self-confidence and self-awareness; managing feelings and behaviour;** and **making relationships**. 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 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;

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<sup>3</sup> SCARF medium term planning documents <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

<sup>4</sup> *Relationships and Sex Education can also be found within National Curriculum Science*

5. Being My Best: developing skills in keeping healthy, developing a growth mind set (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.

The DfE is encouraging schools to teach **Relationships and Health Education** within a wider programme of PSHE Education, building on established programmes such as SCARF. The following are the statutory RSE and Health Education topics from the DfE , to be covered by the end of Primary School -

- 1 Families and People who care for me
- 2 Caring Friendships
- 3 Respectful Relationships
- 4 Online Relationships
- 5 Being Safe

The topics for **Physical Health and Mental Wellbeing** (Health Education) are as follows –

- 1 Mental wellbeing
- 2 Internet Safety and Harms
- 3 Physical health and Fitness
- 4 Healthy Eating
- 5 Drugs, Alcohol and Tobacco
- 6 Health and Prevention
- 7 Basic First Aid
- 8 Changing Adolescent Body

SCARF has mapped Lesson Plans onto this new Curriculum.

See Appendix 2.

Within National Curriculum Science in Y2, 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 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 RSE programme children will learn about how their bodies change, including the menstrual cycle, in **Y3**. This information builds on content they have previously learnt in the programme about

relationships - "private body parts" (Y2) and reproduction. It lays the foundations for their ongoing Relationships and Sex Education.

Other outside agencies we use to support our PSHE programme are:

- **"Real Love Rocks"** Project with Y5/6 – this is all about Online Grooming and how to keep children safe and is delivered by the Safeguarding leads.
- **Crucial Crew** – Workshops (1 day) with Y6 – this is about Personal Safety/Fire Safety/Water Safety.
- **Life Education Unit** – 1 visit over the school year and directly linked to our SCARF programme and for all classes

*\*We ensure all activities and visiting external agencies adhere to our Safeguarding policies and procedures.*

TBC: In discussion with staff, parents and governors it has been decided that only the statutory content of RSE is to be currently covered in lessons at Fiddlers Lane. This will be reviewed after two years or sooner if necessary.

## 7. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE/RSE 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. In addition, we participate in '**diversity days**' which are way of celebrating individual difference.

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. [Creating a Safe Learning environment guidance here.](#)

Support is provided to children experiencing difficulties on a one-to-one and small groups basis, via our inclusion manager (*Mrs O'Neill*), according to their needs. 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 Mrs O'Neill's rooms and within class libraries.

## 8. How PSHE education is monitored, evaluated and assessed

We use summative assessment within PSHE at Fiddlers Lane School:

### Assessment of PHSE and RSE

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. Each child is recorded as being emerging, meeting or exceeding the end of unit outcomes on a whole class proforma see appendix 4.

The end of unit assessments are used to enable teachers to make an summative assessment judgement for each child, which is sent out as part of the child's annual report to parents. This information is part of transition documents passed 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 informing staff and governors 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 allocated management time, enabling them to review evidence of the children's work and monitor any assessments made.

## 9. 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 request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

## 10. 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.

Currently at Fiddlers Lane we have chosen to deliver only the statutory content of RSE.

To be included if non statutory elements are taught.

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. 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. Parent were able to look at resources and discuss content on Tuesday 15<sup>th</sup> June 2020.

## 11 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.

## 12 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.

<b>Training / staff development 2019-21</b>
SCARF at home resources sent to pupils and parents during lockdown
Recovery curriculum had well-being focus using SCARF resources
Staffs meeting Spring 21 RSE / PHSE focus DfE guidance shared with staff discussions regarding policy content, RSE statutory and non-statutory content Resources to be used by each year group, Vocabulary for each year group Assessment proforma
Emotionally friendly schools conference.
PHSE co training through SCARF
Parent consultation June 21
School effectiveness committee to approve policy June 21
<b>Future training</b>
EYFS SCARF training session summer 21

## 13 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 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

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

- Confidentiality policy
- Safeguarding Policy
- Behaviour Policy including Anti-bullying
- Inclusion policy
- British Values Policy
- E-Safety Policy
- Drugs Education Policy
- Female GM Policy
- Race Equality Policy
- RE Policy
- SEN Policy
- Spiritual, Moral, Social and Cultural Policy
- DfE Keeping children safe in education (2020)

### **Appendix 1. National Curriculum requirements (include EYFS)**

See: Relationship and Sex Education (RSE) AND Health Education Government Document.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## Appendix 2. – Overview of Units - Nursery –Year 6

Me and My Relationships

Valuing Difference

Keeping Myself Safe

Rights and Responsibilities

Keeping Myself Safe

Growing and Changing

There are discreet Lessons within each Unit for each Year Group - please see more detail on the SCARF website

### Appendix 3. – Key Vocabulary

N/Rec	Y1	Y2	Y3	Y4	Y5	Y6
Boy	Washing	Head	Family	Puberty	Physical changes	Womb
Girl	Brushing	Eyes	Fostering	Physical	Emotional changes	Sperm
Baby	teeth	Ears	Adoption	Pregnancy		Egg
Toddler	Clean	Nose	Relationship	Breasts		Conception
Child	Boy	Nipples	Like	Sperm	Moods	Fertilisation
Teenager	Girl	Belly -	Dislike	Egg	Sweat	Pregnancy
Adult	Penis	button	Touch	Pubic hair	Hygiene	Twins
Young	Vagina	Penis	Hug	Emotions	Hormones	Fostering
Old	Gender	Testicles	Kiss	Ovaries	Breasts	Adoption
Washing	Hair	Fingers	Comfortable	Womb	Spots/acne	Relationship
Teeth	Face	Knees	Uncomfortable	Menstruation	Facial hair	Friendship
Hygiene		Toes	Privacy	Periods		Love
Umbilical cord			Male	Fallopian tubes	Underarm hair	Privacy
Birth			Female	Cervix		Human rights
Penis			Penis	Foreskin	Privacy	
Vagina			Vagina	Scrotum		
Body parts			Urethra		Human rights	
			Prostate gland		Voice	
			Testicle		Gender identity	
			Scrotum			
			Bladder		Gender expression	
			Foreskin			
			Fallopian tube			
			Uterus			
			Egg			
			Sperm			
			Menstruation			
			Ovary			

## Appendix 4. Assessment

### Wearing my SCARF: End of Unit Assessment

Year 5 2021-2022

Fiddlers Lane  
Community Primary School

coram  
Life Education

SCARF

Record the names of pupils that are Emerging or Exceeding (all others assumed to be Expected)

Unit	Assessment element	Emerging	Expected	Exceeding	Class record of progress (Date lessons taught)
Me and my Relationships	<b>Feelings</b>	I can give examples of our emotional needs.	I can give a range of examples of our emotional needs and explain why they are important.	I can name many of our emotional needs, explain their importance and give examples of how understanding them can help me.	
	<b>Friendship skills, including compromise</b>	I can give some examples of how to be a good friend.	I can explain why these qualities are important.	I can give examples of these qualities in action and the difference they make.	
	<b>Assertive skills</b>	I can give an example of how to stand up for myself (be assertive).	I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.	I can explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).	
Valuing Difference	<b>Recognising and celebrating difference, including religions and cultural</b>	I can give examples of how having different groups of people is something to celebrate.	I can give examples of different faiths and cultures and positive things about having these differences.	I can describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.)	
	<b>Influence and pressure of social media</b>	I can explain that what people post about themselves online doesn't always give the full picture about them.	I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)	
Keeping Myself	<b>Managing risk, including staying safe online</b>	I can give examples of risky situations that happen online (e.g. on a phone) and what I can do to make them less risky.	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.	I can give an example of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge).	

Unit	Assessment element	Emerging	Expected	Exceeding	Class record of progress (Date lessons taught)
	<b>Norms around use of legal drugs (tobacco, alcohol)</b>	I can explain that fewer young people smoke than people usually think.	I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.	I can explain how knowing the real norms about smoking can influence people to choose not to smoke. I can express how this might be the case for other drugs, including alcohol and illegal drugs.	
<b>Rights and Responsibilities</b>	<b>Rights and responsibilities</b>	I can explain that people have rights and responsibilities and give examples of these two different things.	I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.	I can explain some of the wider rights and responsibilities that we have, such as to the community or the environment.	
	<b>Rights and responsibilities relating to my health</b>	I can give an example of something that I can be responsible for to keep myself healthy (e.g. doing some exercise, cleaning my teeth).	I can give a few different examples of things that I am responsible for to keep myself healthy.	I can explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers.	
	<b>Decisions about lending, borrowing and spending</b>	I can explain that local councils spend money on services where I live. I can give an example of one of these services.	I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.	I can give an example of how this spending might be popular or unpopular with different people in the community.	
<b>Being my Best</b>	<b>Growing independence and taking responsibility</b>	I can explain why increasing independence brings with it increasing responsibility and give an example of this to help explain it.	I can give an example of when I have had increased independence and how that has also helped me to show responsibility.	I can predict the increasing levels of independence and responsibilities I will have as I grow older, by giving some examples of this, from teenage to adult years.	
	<b>Media awareness and safety</b>	I can explain that the images for celebrities I see of people on TV, online doesn't always give a true picture of what they are really like (in looks and personality).	I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	I can also explain why media images of celebrities (and sometimes of friends) can make some people feel.	
<b>Growi ng</b>	<b>Managing difficult feelings</b>	I can explain why people have good and not so good feelings.	I can explain what resilience is and how it can be developed.	I can list a range of good and not so good feelings people have, how having resilience can help and give a few examples of how I can develop my confidence/resilience.	

Unit	Assessment element	Emerging	Expected	Exceeding	Class record of progress (Date lessons taught)
	<b>Managing change</b>	I can list some of the ways in which we can experience change (puberty, moving, family breakup or bereavement).	I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).	I can suggest ways to cope with strong emotions in response to change.	
	<b>Getting help</b>	I can list some of the ways my body responds when I may need help.	I am able to identify when I need help and can identify trusted adults in my life who can help me.	I can recognise when others may need to get help and can advise them to talk to a trusted adult.	

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## Appendix 5. Creating a safe learning environment

<https://www.coramlifeeducation.org.uk/scarf/creating-a-safe-learning-environment>

Before getting started: In order to establish a safe learning environment, it's recommended good practice\* to:

- Link PSHE and emotional health and wellbeing education into the whole-school approach to supporting pupil welfare and safety. The use of SCARF to build a positive, respectful ethos in school can help with this.
- Work with pupils to establish ground rules about how they will behave towards each other in discussion, rather than imposing rules on them. This helps rules to be more meaningful and relevant (see examples, below).
- Ensure that ground rules/class agreements reflect the school's wider policies and practice in relation to managing sensitive issues.
- Provide opportunities for children to ask questions anonymously, by using a Question Box or 'Ask it Basket', for example. This enables children to ask questions that concern them without having to do so in front of their peers.
- Offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class; this can help some children to feel more confident.
- Provide balanced information including a variety of views to help pupils clarify their own opinions (whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form).
- Be aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed.
- Provide information to children about how they can get help and support both in school and outside, as appropriate.
- Always work within the school's policies on safeguarding and confidentiality, in particular making it clear to children your school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons.
- Depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters and storylines etc.

Setting ground rules or a class working agreement

Although ground rules are most meaningful and effective when developed as a class, there are basic elements that should be encouraged, including:

- Listen to and respect each other
- Use language that won't offend or upset other people.
- Use the correct terms, and if we don't know them, we'll ask for help.
- Comment on what was said, not the person who said it.
- Don't share our own, or our friends', personal experiences.
- Don't put anyone on the spot or ask personal questions
- We have the right to pass.
- Don't judge or make assumptions about anyone.

What works best

Research by the PSHE Association about what teachers report to be the most effective ground rules that they works best when:

- Written in children's own words
- Displayed in the classroom
- Monitored by children themselves
- Upheld consistently by the teacher as well as the children, without exception.

Some teachers also felt that getting children to sign an informal contract also worked well.

You will find short films that demonstrate setting up class agreements with both younger and older children in the SCARF resources.

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films>

## Appendix 6. Useful resources

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

**Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document:** supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

### **PSHE Association PSHE Policy Guidance**

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

### **The Sex Education Forum RSE Policy Guidance**

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>