RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

Applies to: Whole School including EYFS

Version	1	2	3	4	5	6
Policy reviewed on	May 2021	June 2022	Sept 2022	January 2023	Sept 2023	Sept 2024
Policy written by	G Hague	G.Hague	L Boulton	L. Boulton/ A. Sheppeck	Mrs Boulton	Mrs Boulton
Date of next review	May 2022	June 2023	Sept 2023	January 2024	Sept 2024	Sept 2026

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

1.0 Introduction

In September 2020 Relationships Education became compulsory in all primary schools in England.

Health Education (of which puberty education is a key part) is also compulsory.

It is a legal requirement that we have an RSE policy. We intend to deliver content that is integrated, discrete and sensitive to the children's needs while equipping them with the tools to be successful and informed at secondary school and in all future relationships. However, parts of sex education remain non-statutory, but the DfE recommends that schools have a sex education programme tailored to the age, and physical and emotional maturity of the pupils.

Branwood is committed to implementing this policy and have acquired exciting and relevant material to do so. All parents are now informed of the formal teaching of RSE via ParentMail and parents' meetings where necessary, on the basis that RSE is taught alongside the Science and PSHEE curriculum from KG1 to the end of their Form 6 year.

According to new government legislation, RSE is now taught from KG1 all the way to Form 6, and the school follow the SCARF Coram Life Education Programme:
https://www.coramlifeeducation.org.uk/scarf/lesson-plans and https://www.coramlifeeducation.org.uk/scarf

Documents that inform the school's Relationships Education Policy include:

Education Act (1996)

• Learning and Skills Act (2000)

• Education and Inspections Act (2006)

• Equality Act (2010),

• Supplementary Guidance SRE for the 21st century (2014)

• Keeping children safe in education – Statutory safeguarding guidance (2024)

• Children and Social Work Act (2017)

2.0 Parents options for Sex Education opt out/in

Parents' Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, other than as part of the science curriculum. All requests for withdrawal should be put in writing and addressed to the Head. The Head will discuss the request with parents to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, and then take appropriate action. This process will be documented, and records kept. Alternative, purposeful work will be given to pupils who are withdrawn from Sex Education. Parents can withdraw pupils up until their sixteenth Birthday.

Pupils' Right to opt-in

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils who have been withdrawn by their parents have a right to opt back into RSE up to three terms before their sixteenth birthday.

However, this rarely happens; by working in partnership with parents and in discussion with the Head, it is recognised that RSE including introduction to sex education, forms an important aspect of their child's education.

3.0 Definition

According to SCARF, RSE is defined as the following:

Relationships Education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults.

Children need to learn about relationships, the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. They need to learn about include puberty, how a baby is conceived and born, body ownership, and safeguarding. All of this helps to keep them safe. Our SCARF Relationships Education curriculum also includes statutory Health Education as well as non-statutory sex education. Therefore, we often refer to this as RSE: Relationships and Sex Education.

Our RSE lessons are a key part of the SCARF curriculum which provides the framework for a whole-school approach to improving children's wellbeing and progress, based the SCARF values: **SAFETY, CARING, ACHIEVEMENT, RESILIENCE** and **FRIENDSHIP.**

SCARF resources help children to be safe, healthy, and happy. Delivered as part of PSHEE and Science, they help us meet SMSC, safeguarding, and emotional wellbeing requirements, as well as ensuring that we meet all the DfE Primary Relationships Education and Health Education and National Curriculum Science requirements.

4.0 The SCARF Coram Life Education RSE Curriculum, introduced to Branwood in May 2021, states the following outcomes for children:

SCARF provides a comprehensive spiral curriculum for PSHE education, including mental health and wellbeing.

Using SCARF across all age groups will ensure progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children.

Remember – SCARF is also mapped to the new DfE guidance for Relationships Education and Health Education, The PSHE Association's Programmes of Study Learning Opportunities, the National Curriculum, Curriculum for Excellence and Ofsted's requirements.

The Outcomes are:

The following Objectives/Outcomes are outlined for Key Stage One and Two according to the Coram Life Education SCARF Programme followed by Branwood Preparatory School and the DfE Relationships Education and Health Education statutory requirements.

KG1

The children will be able to:

- Talk about healthy choices and activities
- Develop resilience and persistence in their learning
- Working cooperatively with others when faced with a challenge
- Name what their bodies need for energy (food, water, exercise, sleep)
- Describe how they feel when they don't have enough food, water, exercise or sleep
- Make healthy choices independently, in their home or education setting
- Explain how people might feel if they find something hard
- Suggest ways to encourage others to keep going
- Have a go at challenging themselves
- Develop skills in planning, reviewing applying a trial-and-error approach
- Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone
- Communicate with others by sharing with and listening to each other's ideas
- Talk about change in the environment

- Describe the changes in babies, young animals and plants as they grow
- Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like
- Describe seasonal changes
- Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot
- Describe the life cycle of an animal
- Talk about how babies change as they grow
- Explain what babies need and how this changes as they grow
- Share their own experiences and listen to those of the others
- Talk about the similarities and differences between the males and females
- Begin to play inclusively with their friends, regardless of their sex (if not already doing so)
- Think differently and more openly about what a family may look like

KG2
The children will be able to:

- Feel resilient and confident in their learning.
- Name and discuss different types of feelings and emotions.
- Learn and use strategies or skills in approaching challenges.
- Understand that they can make healthy choices.
- Share an experience where they haven't achieved their goal.
- Develop their confidence and resilience towards having a growth mindset.
- Name a strategy to overcome a hurdle.
- Name and recognise how healthy choices can keep us well.
- Recognise that some skills take time to learn.
- Plan and review an achievable goal.
- Celebrate the successes of their peers.
- Name and choose healthy foods and drink.
- Understand there are some foods that are a "just sometimes" food or drink (eating in moderation).
- Explain the jobs of different food groups.
- Name and choose healthy foods and drink.
- Understand there are some foods that are a "just sometimes" food or drink (eating in moderation).
- Explain the jobs of different food groups.
- Describe the changes in their body during exercise and what is happening to their body.
- Explain how exercise can help us stay well - physically and mentally.
- Name some ways to keep their body fit and well.
- Understand why our body needs sleep.
- Talk about their own bedtime routine.
- Suggest ways to have a calm evening and bedtime routine.
- Understand that there are changes in nature and humans.
- Name the different stages in childhood and growing up.
- Understand that babies are made by a man and a woman.
- Use the correct vocabulary when naming the different parts of the body.
- Know how to keep themselves safe.
- Name the different seasons and describe their differences.
- Explain the changes that occur as seasons change.
- Talk about how they have grown in resilience.
- To understand that animals and humans change in appearance over time.
- Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).
- Make observations and ask questions about living things.
- Retell a story and respond to questions about it.

- Use the language and describe the different life stages of: baby, child, teenager, adult, older age.
- Talk about their own experience of growing up.
- Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.
- Understand that every family is different.
- Talk about similarities and differences between themselves and others.
- Talk about how they have changed as they have grown.
- Explain the differences between babies, children, and adults.
- Understand that we are all unique.
- Name parts of the body (including reproductive parts) using the correct vocabulary.
- Explain which parts of their body are kept private and safe and why.
- Tell or ask an appropriate adult for help if they feel unsafe.

Lower School

All children will learn/understand:

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- That people sometimes behave differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.
- That mental wellbeing is a normal part of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- That for most people the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- Where and how to report concerns and get support with issues online
- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity)
- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals

- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- The facts and science relating to allergies, immunisation and vaccination.
- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle

Upper School

All children will learn/understand:

- To recognise that there are different types of relationships e.g. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.
- About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.
- That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- That a feature of positive family life is caring relationships; about the different ways in which people care for one another
- To recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability.
- To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

- What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.
- To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- The importance of seeking support if feeling lonely or excluded.
- That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.
- How friendships can change over time, about making new friends and the benefits of having different types of friends
- That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.
- About the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- About discrimination: what it means and how to challenge it
- About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online
- About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- About seeking and giving permission (consent) in different situations
- About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- That personal behaviour can affect other people; to recognise and model respectful behaviour online.
- To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.
- To recognise reasons for rules and laws; consequences of not adhering to rules and laws

- To recognise there are human rights, that are there to protect everyone
- About the relationship between rights and responsibilities.
- The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
- Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
- About the different groups that make up their community; what living in a community means
- To value the different contributions that people and groups make to the community
- About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.
- About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.
- Recognise ways in which the internet and social media can be used both positively and negatively
- How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
- To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- Recognise that people make spending decisions based on priorities, needs and wants.
- Different ways to keep track of money
- About risks associated with money e.g. money can be won, lost or stolen) and ways of keeping money safe
- To identify the ways that money can impact on people's feelings and emotions.
- To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- About stereotypes in the workplace and that a person's career aspirations should not be limited by them
- About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
- About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- To identify the kind of job that they might like to do when they are older.

5.0 Topics to be covered: (SCARF programme):

Links to the Website show topics in detail for each year group for RSE which is further cross-referenced with THE PHSEE policy, topic overview and medium-term plans:

1. KG1 → Growing and Changing → https://www.coramlifeeducation.org.uk/scarf/year/N/6

   TOPICS:

   Growing and changing in nature
   When I was a baby
   Girls, boys and families

   Assessment & Tracking according to SCARF:

SCARF supports and contributes to the EYFS framework's Early Learning Goals, Characteristics of Effective Learning and Development Matters statements, particularly Personal Social, Emotional Development (PSED), and Communication and Language.

As with all Early Years practice, the focus for SCARF assessment is through teacher observation. Opportunities for assessment can be found in the Continuous Provision enhancements and throughout other activities. For example, during whole-class time or SCARF time, support staff can observe and note contributions. You can also use the Wearing my SCARF journal (in the SCARF early years cupboard) to record evidence.

SCARF Early Years plans form part of a spiral curriculum that provides the essential building blocks needed to meet the DfE's new Relationships Education and Health Education requirements, statutory from September 2020. Content of our plans takes into account the end of primary school requirements

2. KG2 → Growing and Changing → https://www.coramlifeeducation.org.uk/scarf/year/R/6

   TOPICS:

   Seasons
   Life Stages – Part 1 and 2
   Where do babies come from?
   Getting bigger
   Me and my body – girls and boys

   Assessment & Tracking according to SCARF:

SCARF supports and contributes to the EYFS framework's Early Learning Goals, Characteristics of Effective Learning and Development Matters statements, particularly Personal Social, Emotional Development (PSED), and Communication and Language.

As with all Early Years practice, the focus for SCARF assessment is through teacher observation. Opportunities for assessment can be found in the Continuous Provision enhancements and throughout other activities. For example, during whole-class time or SCARF time, support staff can observe and note contributions. You can also use the Wearing my SCARF journal (in the SCARF early years cupboard) to record evidence.

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3. Form 1 → Growing and Changing → https://www.coramlifeeducation.org.uk/scarf/year/Y1/6

   TOPICS:

   Inside my wonderful body
   Taking care of a baby
   Then and now
   Who can help

Surprises and secrets
Keeping private privates

Assessment & Tracking according to SCARF:

Succinct 'I can' statements that summarise learning against the unit's key learning outcomes. This editable document contains the key learning outcomes for all 6 SCARF half termly units. Although you'll find it on each of the six SCARF Unit Assessment pages for your year group, we recommend that you download it once, store it in a file (electronic or hard copy) to come back to and complete at the end of each unit.

See Attachments.

4. Form 2 → Growing and Changing → https://www.coramlifeeducation.org.uk/scarf/year/Y2/6

TOPICS:

A helping hand
Sam moves away
Haven't you grown!
My body, your body
Respecting privacy
Basic first aid

Assessment & Tracking according to SCARF:

Succinct 'I can' statements that summarise learning against the unit's key learning outcomes. This editable document contains the key learning outcomes for all 6 SCARF half termly units. Although you'll find it on each of the six SCARF Unit Assessment pages for your year group, we recommend that you download it once, store it in a file (electronic or hard copy) to come back to and complete at the end of each unit.

5. Form 3 → Growing and Changing → https://www.coramlifeeducation.org.uk/scarf/year/Y3/6

TOPICS:

Relationship Tree
Body Space
Secret or Surprise?
My changing body
Basic first aid

Assessment & Tracking according to SCARF:

Succinct 'I can' statements that summarise learning against the unit's key learning outcomes. This editable document contains the key learning outcomes for all 6 SCARF half termly units. Although you'll find it on each of the six SCARF Unit Assessment pages for your year group, we recommend that you download it once, store it in a file (electronic or hard copy) to come back to and complete at the end of each unit.

6. Form 4 → Growing and Changing → https://www.coramlifeeducation.org.uk/scarf/year/Y4/6

TOPICS:

Moving house
My feelings are all over the place

All change!
Preparing for changes at puberty
Secret or surprise
Together
Assessment & Tracking according to SCARF:

Succinct 'I can' statements that summarise learning against the unit's key learning outcomes. This editable document contains the key learning outcomes for all 6 SCARF half termly units. Although you'll find it on each of the six SCARF Unit Assessment pages for your year group, we recommend that you download it once, store it in a file (electronic or hard copy) to come back to and complete at the end of each unit.

7. Form 5 → Growing and Changing → https://www.coramlifeeducation.org.uk/scarf/year/Y5

TOPICS:

How are they feeling?
Taking notice of our feelings
Dear hetty
Changing bodies and feelings
Growing up and changing bodies
It could happen to anyone
Help! I'm a teenager – get me out of here
Dear Ash
Stop, start, stereotypes

Assessment & Tracking according to SCARF:

Succinct 'I can' statements that summarise learning against the unit's key learning outcomes. This editable document contains the key learning outcomes for all 6 SCARF half termly units. Although you'll find it on each of the six SCARF Unit Assessment pages for your year group, we recommend that you download it once, store it in a file (electronic or hard copy) to come back to and complete at the end of each unit.

8. Form 6 → Growing and Changing → https://www.coramlifeeducation.org.uk/scarf/year/Y6/6

TOPICS:

Helpful or unhelpful? Managing change
I look great
Media manipulation
Pressure online
Is this normal?
Dear Ash
Making babies
What is HIV?
Assessment & Tracking according to SCARF:

Succinct 'I can' statements that summarise learning against the unit's key learning outcomes. This editable document contains the key learning outcomes for all 6 SCARF half termly units. Although you'll find it on each of the six SCARF Unit Assessment pages for your year group, we recommend that you download it once, store it in a file (electronic or hard copy) to come back to and complete at the end of each unit.

6.0 Delivery of the curriculum

Although the vast majority of RSE content will be delivered by class teachers during the course of class PSHE lessons (following the SCARF curriculum content), annually the school will be visited by the CORAM Life

Education Bus and its accompanying educators. These are experienced and specialist teachers who will deliver individual workshops to different year groups throughout the school all related to the appropriate RSE content for their age group. Class teachers will continue to be present within these sessions and they will complement the delivery of the rest of the RSE content delivered in the classroom.

7.0 Responsibility of the Branwood Community

7.1 The Governing Body

The Curriculum Governor will:

- aim to meet with the curriculum Subject Leader to find out about;
  a) the school's systems for planning work, supporting staff and monitoring progress;
  b) the allocation, use and adequacy of resources;
  c) how the standards of achievement are changing over time.
- visit school and talk to pupils about their experiences of the curriculum area;
- promote and support the positive involvement of parents and the curriculum area;
- attend training and other events relating to the particular curriculum area;

To be understanding and supportive of our aims in learning and teaching of RSE and review the RSE policy regularly.

Child Protection / Confidentiality

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher/Designated Safeguarding Lead in line with the school's procedures for child protection and safeguarding. A member of staff cannot promise confidentiality if concerns exist.

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

7.2 Responsibilities of Pupils
- To know and understand what constitutes a healthy relationship and sex;
- To be aware of safety issues, both in their own home, for their own bodies and within the community;
- To understand what makes for good relationships with others and what impact sexual relationships will have on them and others;
- To develop mutual respect and support for others;
- To be independent and responsible members of the school community and broader community;
- To be positive and active members of a democratic society and take full responsibility for their bodies and actions;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social relationship and sexual issues;
- To talk about and be sensitive to the feelings of others;
- To develop good relationships with other members of the school and the wider community.
- To complete surveys for various topics anonymously.

7.3 Responsibilities of Parents and Carers
- To be understanding and supportive of our aims in learning and teaching RSE.
- To attend and contribute to Parents Evenings.
- To support their children with RSE homework activities (please refer to homework policy).
- To praise their children for the good things that they do in RSE.

- To communicate and work with the school whenever further support is needed to develop their children's RSE understanding.
- To complete the initial consent form for RSE lessons for all ages and years
- To complete surveys about topics and areas of interest, which are sent out using Google Forms.

7.4 Responsibilities of School Head and Staff

- To promote a confident, positive attitude towards the learning and use of RSE, making it an enjoyable experience;
- To teach children the skills that will help children to cope through childhood and adult life;
- To help and encourage children to make informed decisions and choices by themselves;
- To develop in every child a sense of self-worth, self-esteem, self-confidence, independence and responsibility;
- To teach the knowledge and develop the understanding that will make it possible for children to plan lifestyles that will keep themselves and others safe and healthy;
- To develop effective relationships in children's lives by helping them cope with their own feelings and understand those of others;
- To teach and develop a healthy attitude towards Relationships and Sex
- To develop children's respect for all people and the differences between them;
- To encourage respect for other people with particular regard to the protective characteristics of the Equality Act of 2010.
- To provide a secure, safe and supportive environment in which everyone feels valued;
- To develop a school community in which everyone is keen to take part and feels that their contribution is valued;
- To help and encourage children to be emotionally literate, develop effective communication skills and be active responsible citizens;
- To enable and encourage children to achieve and take an active part in their own personal learning;
- To develop children's self-awareness and social skills with specific attention to relationships and sex.
- To complete end of topics assessments provided through the SCARF Coram Life Education website for each module listed.

8.0 Links to other Policies
The RSE Policy should be read in conjunction with other policies including Safeguarding and Child Protection, Prevent, Religious Education, PSHEE and SMSC, depending upon the reason for referring to them.