

Cam Hopton CE Primary School

Life in all its fullness

PSHE & RSE Curriculum

‘At Cam Hopton we are committed to providing a safe, positive environment where individuals are happy and resilient learners and the best they can be. Rooted in our Christian values of *respect, trust, perseverance, generosity, forgiveness and creativity* the whole school community works together in partnership to achieve this vision.’

Life in all its Fullness -John 10:10

Intent

The Personal, Social, Health and Economic Education (PSHE) curriculum at Cam Hopton is an integral part of our Christian values led approach and enables our children to become responsible and independent members of society.

Due to our status as a Church of England school, we will teach within a framework of Christian values and Christian understanding. Whilst we use Relationships and Sex Education (RSE) to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

We provide our children with the opportunity to develop crucial skills and positive attitudes; to unlock potential and to raise achievement so that they can be *the best they can be* socially and academically.

We have developed the curriculum by taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed. The subjects are designed to help children from all backgrounds build positive and safe relationships and thrive in modern Britain.

Implementation - Schemes of Work

At Cam Hopton schemes of work are primarily based on the Coram Life Education 'SCARF' curriculum, mapped to the PSHE Association programmes of study and incorporating RSE. In addition we use elements of the Gloucestershire Healthy Living and Learning (GHLL) resources providing the essential foundations of a progressive, whole school approach.

The PSHE/RSE curriculum is based on six commonly themed units from Reception to Year 6:

- Me and My Relationships
- Valuing Difference
- Keeping Safe
- Rights and Respect
- Being My Best
- Growing and Changing

These include the statutory and non-statutory elements from the Early Years Foundation Stage Profile (EYFSP) and the Science National Curriculum. (See table Page 3)

Although these elements are introduced in specific year groups, they might be repeated or delayed depending on the development and maturity of individuals or groups of children.

We also enrich our curriculum with visits and experiences such as:

The Schools Beat Police Officer, NSPCC, The School Nursing team, well-being themes and the Life Bus. And our own extension to personal development called the 'Life in All its Fullness' Curriculum.

Planning and Resources

- The SCARF curriculum planning tool can be accessed online through:

<https://www.coramlifeeducation.org.uk/scarf/year/>

A username (teacher e-mail) and password (surnamescarf) will be needed

- The PSHE/RSE coordinator holds the master copy of:
 - The GHLL Relationships and Sex Education planning and resource file. Each class teacher will also have a copy of the section relevant to their year group.
 - The Channel 4 'Living and Growing' DVD
- Mapping of the SCARF curriculum to the DfE requirements for RHE can be found here:

<https://www.coramlifeeducation.org.uk/scarf/dfe-relationships-health>

Related Statutory Elements from the EYFSP and the Science National Curriculum	Related Non-Statutory Elements from the EYFSP and the Science National Curriculum
• Children know the importance of good physical exercise & a healthy diet & keeping safe. (YR) • Children manage their own basic hygiene & personal needs. (YR) • Children form positive relationships, develop respect, social skills, manage their feelings & understand appropriate behaviour. (YR) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1) • Notice that animals, including humans, have offspring which grow into adults (Y2) • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2) • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3) • Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4) • Describe the life cycles of a mammal. (Y5) • Describe the life process of reproduction in some animals. (Y5) • Describe the changes as humans develop from birth to old age. (Y5) • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6)	• Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.(Y1) • Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. (Y2) • Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. (Y4) • Pupils should find out about different types of reproduction, including sexual reproduction in animals.(Y5) • Pupils should draw a timeline to indicate stages in the growth and development of humans. (Y5) • They should learn about the changes experienced in puberty. (Y5) • Recording the length and mass of a baby as it grows. (Y5) • Pupils should learn how to keep their bodies healthy and how their bodies might be damaged, including how some drugs and other substances can be harmful to the human body. (Y6)

Cam Hopton CE Primary School

Personal Social Health Education/**Relationships & Sex Education** Units of Work & Lessons

Key Stage 1

	Reception	Year 1	Year 2
Term 1	Me and My Relationships - All about me - What makes me special - Me and my special people - Who can help me? - My feelings - My feelings (2) - GHLL RSE: Lesson 3: People who Help us	Me and My Relationships - Why we have classroom rules - How are you listening? - Thinking about feelings - Our feelings - Feelings & bodies - Good friends	Me and My Relationships - Our ideal classroom (1) - How are you feeling today? - Let's all be happy - Being a good friend - Types of bullying - Don't do that!
Term 2	Valuing Difference - I'm special, you're special - Same & different - Same & different families - Same & different homes - I am caring - I am a friend	Valuing Difference - Same or different? - Unkind, tease or bully? - Harold's school rules - It's not fair - Who are our special people - Our special people balloons - GHLL RSE Lesson 3: Being Unique	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
Term 3	Keeping Safe - What's safe to go onto my body - What's safe to go into my body (including medicines) - Safe indoors & outdoors - Listening to my feelings - Keeping safe online - People who keep me safe - GHLL RSE Lesson 1: Responsibility (Personal responsibility) & Lesson 4: Keeping Ourselves Clean	Keeping Safe - Super sleep - Who can help? (1) - Good or bad touches? - Sharing pictures - What could Harold do? - Harold loses Geoffrey	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?

Term 4	Rights and Respect - Looking after my special people - Looking after my friends - Being helpful at home and caring for our classroom - Caring for our world - Looking after money (1): recognising, spending, using - Looking after money (2): saving money & keeping it safe	Right and Respect - Harold has a bad day - Around & about the school - Taking care of something - Harold's money - How should we look after our money? - Basic first aid	Right and Respect - Getting on with others - When I feel like erupting - Feeling safe - Playing games - Harold saves for something special - How can we look after our environment?
Term 5	Being My Best - Bouncing back when things go wrong - Yes, I can? - Healthy eating (1) - My healthy mind - Move your body - A good night's sleep	Being My Best - I can eat a rainbow - Eat well - Harold's wash and brush up - Catch it! Bin it! Kill it! - Harold learns to ride his bike - Pass on the praise! - GHLL RSE Lesson 4: Personal Hygiene	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? - Basic first aid - GHLL RSE Lesson 4: Changes – Becoming Independent
Term 6	Growing and changing - Seasons - Life stages – plants, animals, humans - Life stages: Human life stage – who will I be? - Where do babies come from? - Getting bigger - Me and my body – boys & girls - GHLL RSE: Lesson 2 – Growing Up	Growing and changing - Healthy me - Then and now - Taking care of a baby - Who can help? - Surprises and secrets - Keeping privates private - GHLL RSE Lesson 1 & 2: Life Cycles & The Human Life Cycle	Growing and changing - A helping hand - Sam moves away - Haven't you grown - My body, your body - Respecting privacy - Some secrets should never be kept - GHLL RSE Lessons 1, 2 & 3 - Similarities & differences in body parts (NS) - Where do babies come from? - Changes: Physical

Key: NS = contains some non-statutory elements which parents should be informed about (letter on staff server)

GHLL = alternative RSE lessons

Personal Social Health Education/**Relationships & Sex Education** Units of Work & Lessons

Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Term 1	Me and My Relationships - As a rule - Looking after our special people - How can we solve this problem? - Friends are special - Thunks - Dan's dare	Me and My Relationships - Human machines - Ok or nor ok? (1) - Ok or not ok? (2) - An email from Harold - Different feelings - Under pressure	Me and My Relationships - Collaboration challenge - Give and take - How good a friend are you? - Relationship cake recipe - Our emotional needs - Being assertive	Me and My Relationships - Working together - Solve the friendship problem - Behave yourself - Assertiveness skills (formerly Behave yourself 2) - Don't force me - Acting appropriately GHLL RSE Lesson 2: Changes - Emotional (NS)
Term 2	Valuing Difference - Respect and challenge - Family and friends - My community - Our friends and neighbours - Let's celebrate our differences - Zeb GHLL RSE Lesson 2: Types of Love	Valuing Difference - Can you sort it? - What would I do? - The people we share our world with - That is such a stereotype! - Friend or acquaintance? - Islands GHLL RSE Lesson 4: Challenging Stereotypes	Valuing Difference - Qualities of friendship - Kind conversations - Happy being me - The land of the Red People - Is it true? Stop, start, stereotypes GHLL RSE Lesson 4: Genetic Inheritance	Valuing Difference - OK to be different - We have more in common than not - Respecting differences - Tolerance & respect for others - Advertising friendships! - Boys will be boys? – challenging gender stereotypes GHLL RSE Lesson 4: Relationships
Term 3	Keeping Safe - Safe or unsafe? - Danger or risk? - The risk robot - Super searcher - Help or harm? - Alcohol & cigarettes: the facts Raisin challenge (1) GHLL RSE Lessons 3 & 4: Personal Hygiene - Hand Washing & Infection	Keeping Safe - Danger, risk or hazard? - How dare you! Keeping ourselves safe Raisin challenge (2) - Picture Wise - Medicines: check the label GHLL RSE Lesson 3: Personal Hygiene - Antibiotics	Keeping Safe - Spot bullying Play, like, share Decision dilemmas - Ella's diary dilemma - Vaping: healthy or unhealthy? - Would you risk it? GHLL RSE Lesson 3: Personal Hygiene – Keeping Clean (NS)	Keeping Safe - Think before you click! To share or not to share? - Rat Park - What sort of drug is...? - Drugs: It's the law! - Alcohol: what is normal?

Term 4	Rights and Respect - Helping each other to stay safe - Recount task - Our helpful volunteers - Can Harold afford it? - Earning money - Harold's environment project	Rights and Respect - Who helps us stay healthy & safe? - It's your right - How do we make a difference? - In the news! - Safety in numbers - Who pays taxes? - GHLL RSE Lesson 2 Changes: Responsibilities	Rights and Respect - What's the story? - Fact or opinion? - Mo makes a difference - Rights, respect and duties - Spending wisely - Lend us a fiver!	Rights and Respect - Two sides to every story - Fakebook friends - What's it worth? - Happy shoppers – caring for the environment - Democracy in Britain 1 – Elections - Democracy in Britain 2 – How (most) laws are made
Term 5	Being My Best - Derek cooks dinner! (healthy eating) - Poorly Harold - Body team work - For or against? - I am fantastic! - Top talents - Getting on with your nerves!	Being My Best - What makes ME! - Making choices - SCARF Hotel - Harold's seven Rs - My school community (1) - Basic first aid	Being My Best - It all adds up! - Different skills - My school community (2) - Independence & responsibility - Star qualities - Basic first aid, including sepsis awareness	Being My Best - This will be your life! - Our recommendations - What's the risk (1) - What's the risk (2) - Basic first aid, including sepsis awareness - Five ways to wellbeing project
Term 6	Growing and changing - Relationship tree - Body space - None of your business - Secret or surprise - My changing body - Basic first aid - GHLL RSE Lesson 1: Similarities & differences – Reproductive Organs (NS)	Growing and changing - Moving house - My feelings are all over the place! - All change! (NS) - Preparing for changes at puberty (formerly period positive) - Secret or surprise? - Together	Growing and changing - How are they feeling? - Taking notice of our feelings - Dear Ash - Growing up and changing bodies - Changing bodies and feelings - It could happen to anyone - Help! I'm a teenager – get me out of here! - GHLL RSE Lessons 1 & 2: Changes - Physical & Emotional (NS)	Growing and changing - I look great! - Media manipulation - Pressure online - Helpful or unhelpful? Managing change - Is this normal? - Making babies - GHLL RSE Lessons 1: Changes - Physical; Lesson 3: Life Cycle - Sexual Intercourse; Lesson 5: Birth & a New Baby (NS)
Extra	Cross-curricular Project: Let's have a tidy up!	Cross-curricular project: Volunteering is cool		Cross-curricular projects: Captain Coram

Key: NS = contains some non-statutory elements which parents should be informed about (letter on staff server)

GHLL: alternative RSE lessons

Additional Y6 'Consent' lesson plan and video resource: <https://www.ghll.org.uk/rshe-primary-lesson-plans-uks2-understanding-consent/>

The Sex Education elements of the curriculum are:

EYFS and Key Stage 1 (age 5-7 years)			Key Stage 2 (age 7-11 years)			
EYFS	Year 1 Pupils	Year 2 Pupils	Year 3 Pupils	Year 4 Pupils	Year 5 Pupils	Year 6 Pupils
Look at pictures of humans at different stages of the life cycle. Discuss what happens as babies get older and grow up.(S) To reinforce how special the body is and promote the idea of 'appropriate' touch.(S)	Understand the changes that happen in the life cycles of humans and animals(S) Revisit how special the body is and promote the idea of 'appropriate' touch.(S) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (S)	To recognise the main external parts of the bodies of humans. E.g. neck, fingers, head, etc.(S) To consider the way they have changed physically since they were born (S) To understand that humans produce babies that grow into children and then into adults (S)	To recognise the main organs of the bodies of humans including the scientific names for the reproductive organs (lungs, heart, brain, kidney, stomach (S), penis, testicle, vagina, ovary (NS)) To understand that human babies are made when an egg from a mother meets a sperm from a father. Babies grow inside the mother. (NS) <i>Use agreed names for the reproductive organs (penis testicles vulva breasts) (NS)</i>	To understand the physical changes that will happen as humans get older (S)	To consider new aspects of personal hygiene related to puberty (NS) To know and understand the physical changes that take place during puberty and why they happen. Including menstruation (NS) To recognise that living things produce offspring of the same kind and understand genetic inheritance (S)	To understand the functions of the male and female reproductive organs – penis, testicles, sperm, ova, ovum, ovary, fallopian tube, uterus, vagina (NS) Girl Talk: menstruation Boy Talk: erections, wet dreams, masturbation (NS) To be able to recognise their changing emotions during puberty (NS) To know about the facts of the human lifecycle (S), including sexual intercourse (NS) To understand how babies are born (NS)

Key: S = Part of Statutory Learning NS = Part of Non-Statutory Learning

Pupils must be taught the *statutory* elements of the PSHE/RSE curriculums, however parents do have a right to withdraw children from the non-statutory elements taught in Sex Education.

Impact - Relationships Education: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and People Who Care About Me	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
Caring Friendships	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
Respectful Relationships	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 The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online Relationships	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
Being safe	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
Mental Wellbeing	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. 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. 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. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 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). It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

TOPIC	PUPILS SHOULD KNOW
Internet Safety and Harms	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. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Where and how to report concerns and get support with issues online.
Physical Health and Fitness	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). How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	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).
Drugs, alcohol and Tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 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 hand washing. The facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	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.
Changing Adolescent Body	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.



Appendix 1:



Parent form: withdrawal from Sex Education within RSE

Cam Hopton CE Primary School Withdrawal From Sex Education Within RSE Form

Please return this form to the school office

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	