

## Shipbourne School Personal, Social, Health and Economic (PHSE) and Relationships and Sex Education (RSE) Curriculum – using Coram Life Education

### **Purpose of Study**

PHSE education is an important and necessary part of all pupils' education. It encompasses relationships education, which has been statutory in primary schools since September 2020, and sex education for our older pupils. Our RSE policy is regularly reviewed and updated, in consultation with parents, to ensure that all children leave our school fully equipped for their transition to secondary school and through puberty.

### **Aims and Intent**

PHSE and RSE education enables pupils to make healthy and safe choices, form strong and beneficial relationships and prepare for a meaningful adult life. At Shipbourne School, our focus is on teaching the fundamental building blocks and characteristics of positive relationships and healthy choices, with particular reference to friendships, family relationships, and relationships with other children and adults. This is embodied in our core values and positive relationships policy which underpins all that we do.

### **Programmes of Study and Implementation**

Children study PHSE across all year groups in our school. Teaching is most often fortnightly, but timetabling is at the discretion of individual teachers depending of the needs of the cohort and coverage required for each unit. Children will be taught in their mixed age classes using units carefully selected from their age group's areas of study, overlapping content where possible to ensure progression and suitability for all. Where necessary, units will be taught to single age groups.

Curriculum planning at Shipbourne uses frameworks, lesson plans and resources available through Coram SCARF. SCARF lesson plans are organised around the PSHE Association's Programmes of Study Learning Opportunities and align with the National Curriculum and new DfE requirements for the teaching of relationships and sex education (RSE). All units include a range of tailor-made lessons, the focus of which can be found on individual class termly plans. At times, alternative topics will be used to focus on key issues as they arise.

By the end of year 6, our pupils will have covered the following areas:

#### **Families and people who care for me**

Pupils should know:

- 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** Pupils should know:
- 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**

Pupils should know:

- 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. **Online relationships** Pupils should know:
- 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

Pupils should know:

- 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.

### Enrichment, Visits and Visitors

In addition to our comprehensive PHSE programme, our enrichment programme ensures that during their time with us, pupils are visited by local police, firefighters, charities eg. NSPCC, local organisations eg. Animal Encounters and individuals who work in the community. We also regularly organise events to raise money for a range of charities and raise awareness of cultural diversity including Black History Month. Additional support is provided by Coram Life Education, who visit annually to deliver workshops to all classes with additional specific RSE workshops for Year 4, 5 and 6 covering puberty, intercourse and conception.

<b>Annual Lesson Units – Whole School</b>						
<b>(nb. Some flexibility due to mixed age groups except for Growing and Changing)</b>						
<a href="https://www.coramlifeeducation.org.uk/scarf/learning-outcomes">https://www.coramlifeeducation.org.uk/scarf/learning-outcomes</a>						
<b>See separate PHSE medium term plan for full coverage and progression.</b>						
	<b>Term 1 Me and My Relationship</b>	<b>Term 2 Valuing Difference</b>	<b>Term 3 Keeping Myself Safe</b>	<b>Term 4 Rights and Respect</b>	<b>Term 5 Being My Best</b>	<b>Term 6 Growing and Changing</b>
	Includes feelings/emotions/conflict resolution/friendships	Includes British Values focus	Includes aspects of safe internet use, drugs and Relationships Education	Includes money/living in the wider world/environment	Includes keeping healthy/Growth Mindset/goal setting/achievement	Includes RSE-related issues
<b>Year R</b>	All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings (1) Keeping safe online People who help to keep me safe	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 and keeping it safe	Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys
<b>Year 1</b>	Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends Me and My Relationships - Pre and Post Unit Assessment: Y1/P2	Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons Valuing Difference - Pre and Post Unit Assessment: Y1/P2	Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey Keeping Safe - Pre and Post Unit Assessment: Y1/P2	Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid Rights and Respect - Pre and Post Unit Assessment: Y1/P2	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! Inside my wonderful body! (OPTIONAL) Being My Best - Pre and Post Unit Assessment: Y1/P2	Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates private Growing and Changing - Pre and Post Unit Assessment: Y1/P2

Year 2	<p>Our ideal classroom (1) Our ideal classroom (2) (OPTIONAL) How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that! Bullying or teasing? (OPTIONAL) Me and My Relationships - Pre and Post Unit Assessment: Y2/P3</p>	<p>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 Valuing Difference - Pre and Post Unit Assessment: Y2/P3</p>	<p>Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Keeping Safe - Pre and Post Unit Assessment: Y2/P3</p>	<p>Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special Harold goes camping (OPTIONAL) How can we look after our environment? Rights and Respect - Pre and Post Unit Assessment: Y2/P3</p>	<p>You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? My body needs... (OPTIONAL) Basic first aid Being My Best - Pre and Post Unit Assessment: Y2/P3</p>	<p>A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Some secrets should never be kept Growing and Changing - Pre and Post Unit Assessment: Y2/P3</p>
Year 3	<p>As a rule Looking after our special people How can we solve this problem? Tangram team challenge (OPTIONAL) Friends are special Thanks Dan's dare My special pet (OPTIONAL) Me and My Relationships - Pre and Post Unit Assessment: Y3/P4</p>	<p>Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb Valuing Difference - Pre and Post Unit Assessment: Y3/P4</p>	<p>Safe or unsafe? Danger or risk? The Risk robot Super Searcher Help or harm? Alcohol and cigarettes: the facts Raisin challenge (1) (OPTIONAL) Keeping Safe - Pre and Post Unit Assessment: Y3/P4</p>	<p>Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project Let's have a tidy up! (OPTIONAL) Rights and Respect - Pre and Post Unit Assessment: Y3/P4</p>	<p>Derek cooks dinner! (healthy eating) Poorly Harold Body team work For or against? I am fantastic! Top talents Getting on with your nerves! (OPTIONAL) Being My Best - Pre and Post Unit Assessment: Y3/P4</p>	<p>Relationship tree Body space None of your business! Secret or surprise? My changing body Basic first aid Growing and Changing - Pre and Post Unit Assessment: Y3/P4</p>
Year 4	<p>Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings When feelings change (OPTIONAL) Under pressure Me and My Relationships - Pre and Post Unit Assessment: Y4/P5</p>	<p>Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands Valuing Difference - Pre and Post Unit Assessment: Y4/P5</p>	<p>Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture wise Medicines: check the label Know the norms (OPTIONAL) Traffic lights (OPTIONAL) Keeping Safe - Pre and Post Unit Assessment: Y4/P5</p>	<p>Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Harold's expenses (OPTIONAL) Why pay taxes? Logo quiz (OPTIONAL) Rights and Respect - Pre and Post Unit Assessment: Y4/P5</p>	<p>What makes me ME! Making choices SCARF hotel Harold's Seven Rs My school community (1) Basic first aid Volunteering is cool (OPTIONAL) Being My Best - Pre and Post Unit Assessment: Y4/P5</p>	<p>Moving house My feelings are all over the place! All change! Preparing for changes at puberty (formerly Period positive/preparing for periods) Secret or surprise? Together Growing and Changing - Pre and Post Unit Assessment: Y4/P5</p>
Year 5	<p>Collaboration Challenge! Give and take Communication (OPTIONAL) How good a friend are you? Relationship cake recipe Our emotional needs Being assertive Me and My Relationships - Pre and Post Unit Assessment: Y5/P6</p>	<p>Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? Stop, start, stereotypes It could happen to anyone (OPTIONAL) Valuing Difference - Pre and Post Unit Assessment: Y5/P6</p>	<p>Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it? 'Thinking' about habits (OPTIONAL) Drugs: true or false? (OPTIONAL) Smoking: what is normal? (OPTIONAL) Keeping Safe - Pre and Post Unit Assessment: Y5/P6</p>	<p>What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver! Local councils (OPTIONAL) Rights and Respect - Pre and Post Unit Assessment: Y5/P6</p>	<p>It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness Being My Best - Pre and Post Unit Assessment: Y5/P6</p>	<p>How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager - get me out of here! Dear Hetty (OPTIONAL) Growing and Changing - Pre and Post Unit Assessment: Y5/P6</p>

Year 6	<p>Working together  Let's negotiate (OPTIONAL)  Solve the friendship problem  Dan's day (OPTIONAL)  Behave yourself  Assertiveness skills (formerly Behave yourself - 2)  Don't force me  Acting appropriately  Me and My Relationships - Pre and Post Unit Assessment: Y6/P7</p>	<p>OK to be different  We have more in common than not  Respecting differences  Tolerance and respect for others  Advertising friendships!  Boys will be boys? - challenging gender stereotypes  Valuing Difference - Pre and Post Unit Assessment: Y6/P7</p>	<p>Think before you click!  It's a puzzle (OPTIONAL)  To share or not to share?  Rat Park  What sort of drug is...?  Drugs: it's the law!  Alcohol: what is normal?  Joe's story (part 1) (OPTIONAL)  Joe's story (part 2) (OPTIONAL)  Keeping Safe - Pre and Post Unit Assessment: Y6/P7</p>	<p>Two sides to every story  Fakebook friends  What's it worth?  Jobs and taxes (OPTIONAL)  Happy shoppers - caring for the environment  Action stations! (OPTIONAL)  Project Pitch (parts 1 &amp; 2) (OPTIONAL)  Democracy in Britain 1 - Elections  Democracy in Britain 2 - How (most) laws are made  Community art (OPTIONAL)  Rights and Respect - Pre and Post Unit Assessment: Y6/P7</p>	<p>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  Being My Best - Pre and Post Unit Assessment: Y6/P7</p>	<p>I look great!  Media manipulation  Pressure online  Helpful or unhelpful? Managing change  Is this normal?  Making babies  What is HIV? (OPTIONAL)  Growing and Changing - Pre and Post Unit Assessment: Y6/P7</p>
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