



Evercreech
CofE Primary School

PSHE and RSE Education Policy

Start date: September 2026

Review date: October 2029

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

How this Policy was Developed

This policy was written by Mrs Jennifer Chilcott (PSHE and RSE Lead, Senior Mental Health Lead, and Senior Teacher) and developed in consultation with parents, teachers and other school staff, governors and the pupils at Evercreech C of E Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it reflects and meets the needs of our school community. It has been approved by the school's governing body.

Legal requirements of schools

It is a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in Years Five and/or Six, in line with content about conception and birth, which forms part of the national curriculum for science.

Health Education is also statutory in all schools.

At Evercreech C of E Primary School, we 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.

Our Rationale for Personal, Social, Health and Economic (PSHE) education, including Relationships and Sex Education (RSE)

Our PSHE curriculum, including statutory Relationships and Health education, and non-statutory sex education (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.

Our approach to PSHE and RSE supports our school's aims of developing confident citizens and happy, healthy and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic 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;
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.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive PHSE and RSE education are critical to ensuring children are effective learners.

Our Provision, Roles and Responsibilities for PSHE education, including RSE

At Evercreech C of E Primary School we use **SCARF**, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in this policy's appendices¹. SCARF covers all of the DfE's 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, ensuring continuity and progression throughout our school, and adapt the scheme of work where necessary to meet the particular needs of our community and locality; for example:

- linking with our PSCO to offer **Mini Police** to develop social responsibility and build relationships with the Police;
- offering an **Escapeline** workshop to our Year Sixes due to our proximity to County Lines;

- running **Bikeability** to develop pupil's cycle safety and awareness as many learners use bikes in our rural area;
- delivering a varied range of pupil workshops within the whole-school approach offer from our **MHST** (Mental Health Support Team) which reflects the need observed in classes/across the school;
- using our local environment as the starting point for aspects of our work.
- Using **Picture News** as a weekly Collective Worship resource to explore PSHE and RSE themes in the context of current affairs, supported by links to British Values and Protected Characteristics, to engage pupils in real and relevant topics to make it as meaningful as possible.

Pupils are also consulted as part of our planning (e.g. through representative groups of children from different year groups, or via our 'Happiness Heroes', our designated Pupil Wellbeing Champions) to ensure pupil voice is considered and fed into our curriculum development.

Our PSHE and RSE 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 and RSE 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 can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE 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.

What our curriculum covers

The SCARF medium term planning for the Early Years Foundation Stage (including Nursery to reflect what is covered in Acorns Preschool), Key stage One and Two in

included in the appendices to this policy, as well an overview of our Science programmes of study.

PHSE and RSE in Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS), PSHE is embedded within the prime area of learning of **Personal, Social and Emotional Development** which serves as the foundation for statutory health and relationships education. Core knowledge and skills are also evidenced within **Communication and Language, Physical Development** and **Understanding the World**.

See Appendix for further illustration of link between the EYFS framework and PHSE outcomes.

Key Stage One and Two

KS1 and KS2

The SCARF programme divides the school year into six themed units:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities:** learning about money, living the wider world and the environment;
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

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.

Within National Curriculum Science in Year Two, 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 Year Five, 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.

See Appendix for further illustration of statutory Science curriculum coverage.

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 non-statutory sex education that takes place in Year Five and Year Six, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing RSE in their secondary phase.

How we teach PSHE education, including RSE

Our PSHE and RSE programme is delivered in an age-appropriate and sensitive manner by class teachers through weekly timetabled lessons. These take place 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. Additional thematic or enrichment sessions may take place to consolidate or enhance our standard provision in response to local issues or national initiatives.

We endeavour to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures and child protection policy which can be found on our school website (www.evercreechprimary.co.uk).

Support is provided to children experiencing difficulties on a one-to-one basis, via our Senior Mental Health Lead, Youth Mental Health First Aider, and Emotional Literacy Support Assistants. 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 class libraries.

Dealing with sensitive issues and difficult questions

- Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way.
- A questions box will be available for pupils to ask anonymous questions.

- If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.
- If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.
- Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time that they are dealing with children.

Access for pupils for who cannot attend school

The school ensures that pupils who are on a reduced timetable, medically unable to attend, or experiencing school refusal continue to receive their statutory Relationships Education, Relationships and Sex Education (RSE) and PSHE provision in line with current Department for Education guidance.

Where pupils are unable to access this learning in school, age -appropriate content is delivered remotely through the school's secure student directory using Office 365. Access is carefully managed to ensure safeguarding, confidentiality, and appropriate supervision. This approach enables pupils to remain included in the curriculum and ensures the school meets its statutory obligations while responding flexibly to individual needs.

How PSHE education is monitored, evaluated and assessed

We use the following methods of monitoring and assessing learning within PSHE at Evercreech C of E Primary School:

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

SCARF Success

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.

This method of recording also enables the teacher to make an annual assessment of progress and effort for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

Pupil learning is captured in class digital portfolios which enable the recording of practical activities in addition to written outcomes. Photographs and videos of discussion-based learning opportunities, such as sorting tasks, circle times, role-plays and debates, enable pupils to demonstrate their learning through their oracy skills. Adults also capture pupil contributions and scribe comments as further evidence of learning. Additional personal development opportunities and enrichment, including career-related learning, are also recorded within the termly digital portfolios to build a comprehensive record of coverage and progress.

The PSHE subject lead monitors the standards of pupil's work and the quality of PSHE education through lesson sampling, digital portfolio scrutiny and pupil voice interviews. The subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject. Annual whole-staff training is accessed and delivered via SCARF, supported by additional CPD opportunities where need is identified.

Inclusion and Equality

Pupils with special educational needs are given the opportunity to fully participate in PSHE and RSE lessons, and adaptive and inclusive strategies are used to ensure that all pupils gain a full understanding. Where necessary, lesson plan content is adapted and extra support provided to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through our PSHE and RSE curriculum. 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. Where learners have identified SEND needs that go beyond our universal provision offer, teaching staff take into account their individual targets to support their progress.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. 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 or is gender questioning, 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.

Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity, equality and protected characteristics, and promote respectful relationships with those who are different from them. Our planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Parental Engagement and withdrawal of pupils

The school is aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- will carry out our statutory duty to consult with parents and governors on the contents of this policy
- inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- acknowledge that parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- keep a record of any pupils who are removed from lessons and distribute to all teachers involved

To keep parents informed, we share 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. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources 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 their own family's values regarding relationships and sex alongside the information they receive at school.

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 or Health 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.

Should any parents' express concerns about our RSE provision, the Headteacher or PHSE Lead will discuss with them the nature of their concerns and invite them to view our resources. Should parents wish to proceed with their withdrawal request following discussion, they will be asked to put their request in writing and to specify what content they wish to withdraw from. The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Safeguarding and Confidentiality

The teaching of PHSE and RSE makes an important contribution to safeguarding by helping pupils to:

- recognise grooming, exploitation, and abuse;
- understand coercive and controlling behaviour;
- maintain their personal safety, both online and offline.

All safeguarding concerns arising from PHSE or RSE lessons are recorded in MyConcern and acted upon according to the school's Safeguarding and Child Protection Policy.

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Safeguarding and Child Protection Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be

reported to the police (either by the teacher to whom it is disclosed or by the Designated Safeguarding Lead).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

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 Mrs Chilcott, subject lead for PSHE education and RSE.

Monitoring and Review

Relevant staff members will review this policy on a three-year cycle. The next scheduled review date for this policy is September 2029.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

This policy should be read in conjunction with the following school documents (available at www.evercreechprimary.co.uk):

- Child Protection and Safeguarding Policy (inc. responding to disclosures)
- Confidentiality Policy
- Anti-bullying Policy
- SEND Policy
- Equality Objectives
- DfE 'Keeping children safe in education' (2025)

Appendix

SCARF Long-Term Overview



Evercreech C of E Primary School

PHSE / RSE Long-Term Planning



Termly theme	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural difference Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

PHSE in EYFS

At the end of EYFS, learners are assessed as to whether they've met their **Early Learning Goals** (the expected level of development by the end of the Reception year, categorised into seventeen developmental milestones across the seven areas of learning) as they transition into Year One and the National Curriculum; of the seventeen Early Learning Goals (ELGs), **seven** have an outcome directly linked to statutory PHSE and RSE.

Communication and Language	Listening, Attention and Understanding	• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
	Speaking	• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development	Self-Regulation	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.
Physical Development	Gross Motor Skills	• Negotiate space and obstacles safely, with consideration for themselves and others.
Understanding the World	Past and Present	• Talk about the lives of people around them and their roles in society.

In EYFS, PSHE education is about making connections; it's 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.

Learners who are assessed as 'emerging' in one or more of their ELGs means that they have not yet met the expected level of development by the end of their Reception year. The Reception teacher will share this information with the Year One teacher as part of their transition/handover process to identify learning gaps and plan targeted support for Year One. Learners who are emerging in one or more of the ELGs that feeds into our PHSE curriculum may require foundational, step-by-step guidance to support them in making accelerated progress to close the gap between them and their peers; this may typically involve one or more of the following areas of focus:

Emotional Literacy and Self-Regulation

Feelings Identification: The child may only be able to identify basic feelings (happy, sad, angry) using adult scaffolding. Year One PSHE for these learners involves building a rich vocabulary to express more nuanced emotions.

Regulation and Impulses: Instead of independently managing strong emotions, emerging learners often need a "safe person" or calm-down corner to help them process frustrations without disruptive outbursts.

Relationships and Social Skills

Cooperative Play: While expected ELG learners share and take turns independently, emerging learners may require adult prompting or structured buddy systems to initiate play and navigate sharing.

Conflict Resolution: Emerging learners typically rely on teachers to mediate playground disputes. PSHE lessons for these children will focus on simple communication strategies, like using "kind words", "gentle hands", or handing a toy over when taking turns.

Managing Self and Independence

Personal Needs: Emerging learners may need ongoing reminders for basic personal hygiene and care (e.g., washing hands, dressing for outdoor play).

Resilience: When faced with a challenging Year One task, they may give up easily. PSHE sessions will need to focus on developing a "growth mindset" and celebrating incremental successes to build resilience.

Health and Well-Being

Healthy Choices: They may need visual aids and simple explanations to understand which foods are healthy or the importance of brushing their teeth.

Safety Awareness: Lessons on keeping safe physically (both in the classroom and online) must be kept very simple, focusing on identifying safe adults and understanding that their bodies belong to them

SCARF Progression of Vocabulary (specific to RSE)

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
private parts penis vulva	privates private penis penis vulva hygiene	genitals penis testicles nipples vulva private privacy consent permission	egg sperm puberty period ovary fallopian tube uterus (womb) lining vagina sanitary pad tampon menstruation cup	puberty pubic hair eggs sperm penis testicles breasts ovaries womb vagina vulva clitoris labia puberty menstrual cycle periods menstruation sanitary pads tampons menstruation cup	pubic hair clitoris vulva vaginal opening urinary opening lips (labia) penis scrotum testicles foreskin anus wet dream erection stretch marks crush puberty genitalia semen menstruation period sanitary towel tampon menstruation cup sanitary protection hormones compromise respect mood swings sex sexual orientation gender identity gender expression	puberty physical changes emotional changes rights FGM egg ovaries sperm testicles puberty vagina penis orgasm embryo womb sexual intercourse consensual condom surrogacy adoption IVF age of consent HIV infection immune system virus transmission sharing needles sexual contact condom

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To 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
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age ▪ To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Version History

- 17/09/26: Changed review date to October 2029