



Relationships and Sex Education for Years 4-6



Our PSHE curriculum

Coram Life Education

- Coram Life Education is the leading charity provider of relationships, health, wellbeing, and drugs education to children across the UK. Coram Life Education & SCARF offers a whole-school approach to wellbeing and Mental Health. Our PSHE education supports over 50,000 teachers and reaches over 600,000 pupils every year.
- Our service includes SCARF, a comprehensive, fully resourced, progressive PSHE scheme of work for 3-11 year olds, high-quality, educator-led workshops for pupils and a host of free and low-cost staff training, truly supporting schools with a Whole-school approach to wellbeing and Mental Health. Our vision is for all children to acquire the life skills needed to thrive.
- SCARF - Safety, Caring, Achievement, Resilience, Friendship

What is RSE?

- Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.
- We believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health, in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding.

Why is it important?



DfE



Parents



Peers



Source



Transition



Rights



Science



Questions

If children have a sound understanding of RSE and feel knowledgeable and empowered, they can make more informed choices about their lives and be able to speak more confidently, openly and honestly to their family and peers.

DfE Guidance- Statutory and non statutory

- 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. Schools are encouraged by the DfE to teach sex education as it prepares pupils for their transition to secondary school.
- Parts of sex education remain non-statutory (Making Babies- Year 6 only), but the (DfE) recommends that schools teach a sex education programme tailored to the age and physical and emotional maturity of the pupils. This programme should be in line with pupil need, informed by pupil voice and participation in curriculum development, and in response to issues as they arise in the school and wider community.



Year/Half-termly unit titles	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 by 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 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

Year 4 content

Extending learning in Year 3

New content to include:

- Body changes in puberty
- Conflicting emotions
- Good and not so good feelings
- Marriage and other relationships
- Consequences of our actions
- Recognise and challenge stereotypes
- Pressures to behave in an unacceptable, unhealthy or risky way

Year 5 content

Extending learning in Y4

New content to include:

- Body changes and feelings during puberty
- Changing feelings and the effect on those we live with
- Unhealthy relationships
- Risky behaviour
- Using social media safely
- Types of bullying including homophobic
- Keeping personal information private online

Year 6 content

Extending learning in Y5

New content to include:

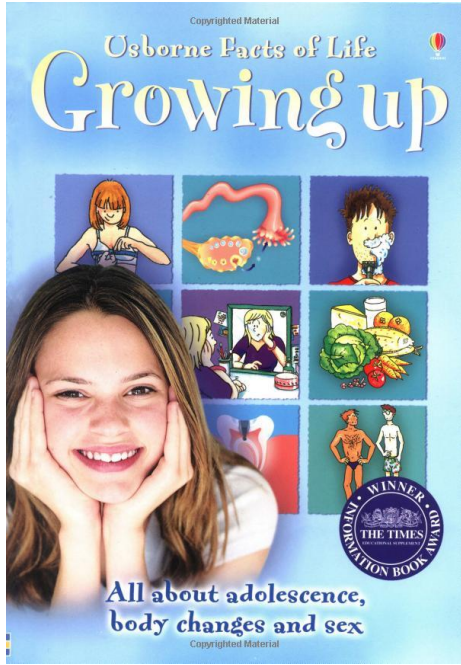
- Body image
- Sharing images online
- Forced marriage
- Conception, reproduction & birth
- HIV

Making Babies: Content for Year 6 Only!

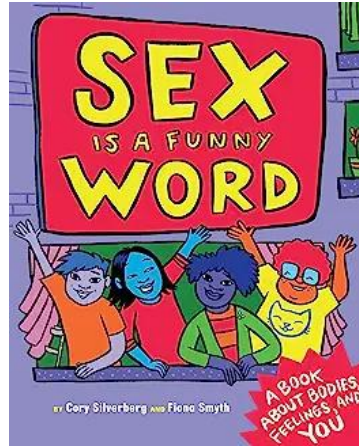
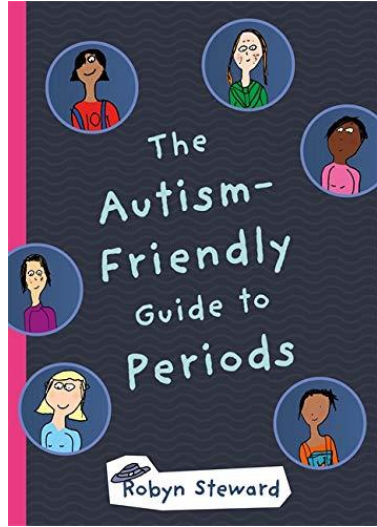
- Film Clip - some content is non-statutory but it is still advised by the DFE - parents can withdraw their child from some content (conception and intercourse) and some or all of 'What is HIV' (though this is an optional extra session) which briefly explains what a condom is.
- Sexual intercourse is legal only for those aged 16 and over in a consensual relationship (meaning both people want to have sex).
- Not all babies are created through sexual intercourse, and not all babies have a mum and a dad; there are a number of different family structures, including; two mums, two dads, one mum or dad, or a granny and /or grandad, for example.
- Does conception always occur as a result of sexual intercourse, or can it be prevented? (brief explanation of contraception).

Top Tips for Parents:

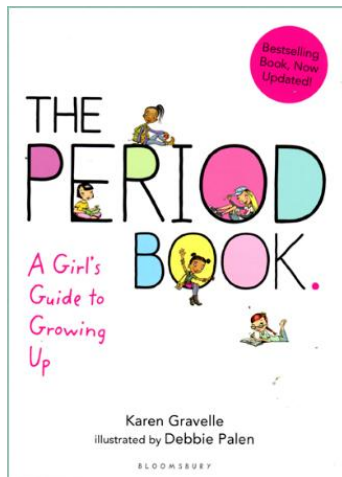
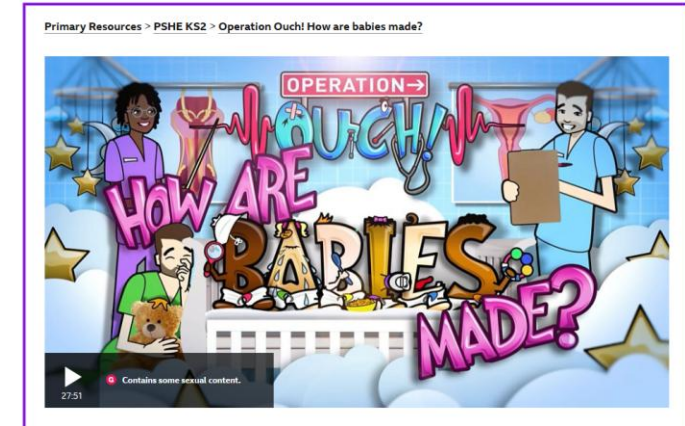
- Talk! The more discussion you have with your child the more comfortable you both will become (little and often)
- Give your child time to process, and then come back with further questions - quality time is needed for in-depth discussion!
- Always be factual, sensitive and appropriate to their age and maturity
- Make a 'puberty bag' together - give ownership and encourage independence
- We are also always here to help, if you need to talk or if you need any advice!



Resources



KS2 PSHE: Operation Ouch! How are babies made? (full programme)



Starting your periods

Periods

- [Overview](#)
- [Starting your periods](#)
- [Period problems](#)

Most girls start their periods when they're about 12, but they can start as early as 8, so it's important to talk to girls from an early age to make sure they're prepared.

Respond to questions or opportunities as they arise and do not be embarrassed. Periods are natural.

Talking about periods

Try to talk about periods as an ongoing process rather than a formal sit-down talk.

KS2 PSHE: Operation Ouch! How are babies made? Puberty



[How to Talk to Children About Sex & Safety | NSPCC | NSPCC](#)

[Family SCARF – Growing and changing](#)