



PSHE/RSE at Danson Primary School



KS1 Parent Information Session



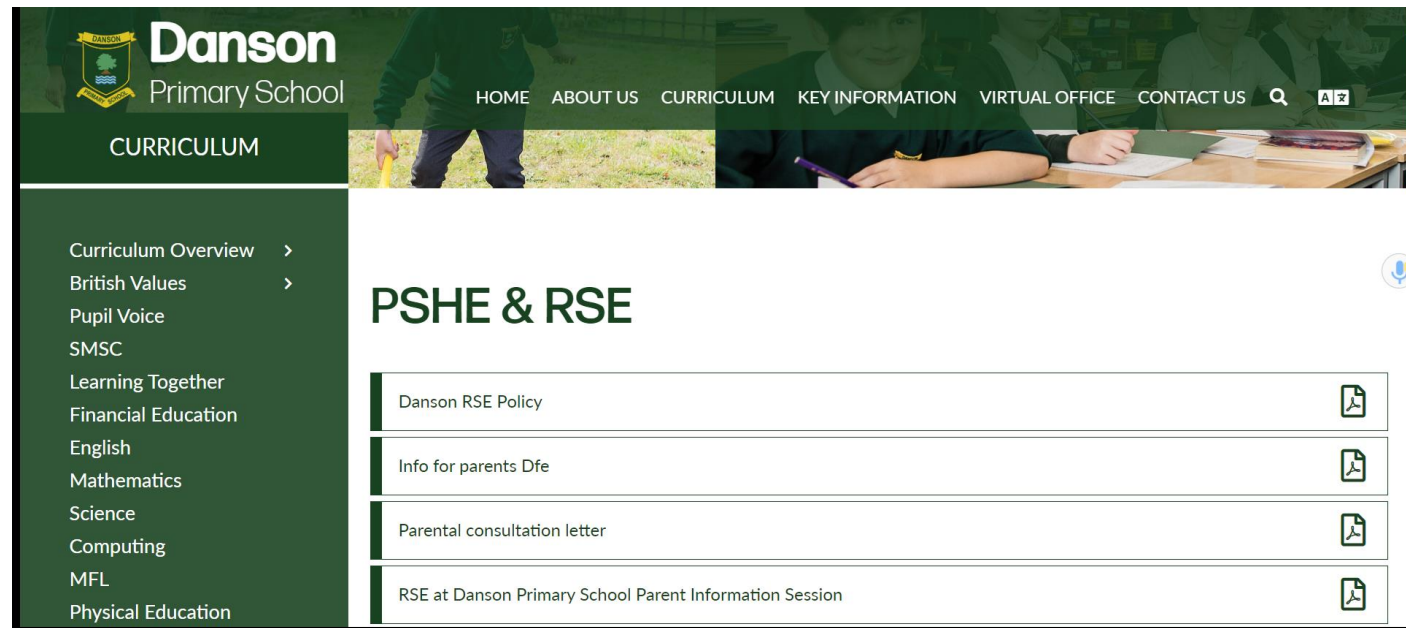
Aims of this session:

- ▶ To understand the RSE curriculum.
- ▶ To understand why RSE is important.
- ▶ To know the statutory requirements of RSE
- ▶ To have a greater knowledge of how RSE is taught at Danson
- ▶ To know how to support your child at home



Danson RSE Policy

Danson's RSE policy is available to view on our school website. This outlines the school's approach to statutory Relationships Education and non statutory Sex Education.



The screenshot shows the website for Danson Primary School. The header includes the school logo and name, and a navigation menu with links for HOME, ABOUT US, CURRICULUM, KEY INFORMATION, VIRTUAL OFFICE, and CONTACT US. The main content area is titled 'CURRICULUM' and features a sidebar with a list of subjects: Curriculum Overview, British Values, Pupil Voice, SMSC, Learning Together, Financial Education, English, Mathematics, Science, Computing, MFL, and Physical Education. The main content area is titled 'PSHE & RSE' and contains a list of documents with download icons:

- Danson RSE Policy
- Info for parents Dfe
- Parental consultation letter
- RSE at Danson Primary School Parent Information Session



What is RSE?

- ▶ Relationships and Sex Education (RSE) or Relationships, Sex and Health Education (RSHE) is designed to equip the children with the **knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.** The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated - these changes bring the content into the 21st century, so that is relevant for all children.

Department for Education

Why is Relationships and Sex Education Important?

- We want our children at Danson to be able to grow up safely and have the knowledge to keep themselves safe.
- To provide our children the opportunity to practise and develop skills in dealing with different situations.
- Research shows that children are more likely to report sexual abuse if they understand what is appropriate.
- It equips children to deal appropriately with social and cultural pressures.
- Pupils who are happy in their relationships at school are likely to be better able to learn.





Statutory Requirements

- Since Summer 2021, all primary schools (maintained, academies or independent) are required to provide Relationships, Sex and Health Education.
- PSHE has always been seen as an essential part of the curriculum at Danson. The intended outcome of our PSHE curriculum is to support the children in building the essential life skills to support their physical and mental wellbeing - crucial for them to achieve their best, academically and socially. So most of the new statutory curriculum is already being covered and just builds upon what is already in place.
- Parents (and carers) are the **prime educators** for children on these matters. As a school we aim to complement and reinforce this role, building on what pupils learn at home.

Why is it important?

- PSHE education has proven impact on life chances and academic success when delivered well
- Statutory RSHE requirements can have a major impact on the quality of PSHE in all schools for all pupils.
- These developments mean that all pupils can benefit from an education that keeps them safe, healthy and prepared for the realities of modern life.

“The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.”

Department for Education review of PSHE education impact and effective practice

An extensive 2017 literature review by leading economists found ‘*Very strong evidence*’ that PSHE (personal, social, health and economic) learning has a positive impact on health, well being and academic attainment.

Key Components of RSE

Relationships Education

- Families and people who care for the pupil
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe



Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Basic first aid
- Changing adolescent bodies





RSE Curriculum

At Danson, we deliver our PSHE/RSE lessons using the SCARF programme. This is a whole-school approach to children's mental health and wellbeing. The sessions are fun, engaging and memorable and the children meet Harold and his friends throughout the lessons.



What will my child learn in **SCARF** lessons?



For each year group, there are six suggested themed units which provide a complete PSHE and wellbeing curriculum. They are:

Me and My Relationships

Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

Valuing Difference

Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander. Younger children will also be thinking about how listening skills can help us and older children we'll be thinking about the importance of being kind and safe online.

Keeping Myself Safe

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch

Rights and Responsibilities

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

Being My Best

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

Growing and Changing

Has age-appropriate plans to cover the physical and emotional changes that happen as children as they grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships and sex education are also included.

Curriculum



PSHE Long Term Plan 2023 - 2024



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 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 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 Safe and unsafe touches
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

Relationships and Sex Education



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.

SCARF's Relationships and Sex Education resources help children and young people to be safe, healthy and happy, both as they grow, and in their future lives. These lessons help to meet safeguarding, and emotional wellbeing requirements, as well as ensuring that schools cover the requirements of the DfE RSHE guidance.



Relationships and Sex Education



SCARF RSE-specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

4-5 year-olds: being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.

5-6 year olds: explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private and their correct names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

6-7 year-olds: looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.

Vocabulary Development

Correct vocabulary is taught throughout the curriculum to ensure children are kept safe. If they go to the doctors, they are able to describe what is wrong using the correct vocabulary. If a child makes a disclosure, there will not be any misunderstanding of what they mean. The words 'penis' and 'vulva' are used to describe the male and female private parts.



- ▶ Tinkle, winky, minnie, frou frou, noonie, pee pee. A mixture of embarrassment and uncertainty means parents often struggle to know what to call children's private parts. As such mums and dads often adopt nicknames such as 'willy' or 'front bottom' when referring to 'down-there.' But now, parents are being advised that this isn't the right thing to do.
- ▶ [NHS Greater Glasgow and Clyde \(NHSGGC\)](#) recently stated on its website that using various jokey words to refer to the penis or vagina can be confusing for children. Instead parents are being urged to "tell it like it is and use accurate terms from an early age."
- ▶ The trust explains that while adults can often view these words as sexual, they're actually not, and children won't view them as 'dirty' words unless we teach them to do so.
- ▶ That means using the actual medical terms for our bits, and not glossing over or telling children off when they use the correct terms either.
- ▶ Jill Wilson, Health Improvement Lead, Sandyford said: "Many adults were not taught these words growing up and can feel uncomfortable using them as they can be thought of as 'sexual' words. Young children do not have these associations and usually consider these words to be as normal as 'hand', 'leg' etc,"
- ▶ https://www.youtube.com/watch?v=02b_JbPJlhk&t=4s



Class Agreements

During RSE lessons, pupils should feel safe, comfortable and confident to share their ideas and opinions, to reflect on issues and questions along with their own and others' values and attitudes safely, without fear of negative feedback.

To create this safe space and ensure boundaries and behaviour expectations are clear, an age appropriate group agreement is created with the class. This is displayed in the classroom and revisited at the beginning of each session.

The basic elements include:

- Listen to and respect each other
- Use language that won't offend or upset other people
- Use the correct terms, and if we do not know then, we'll ask for help
- Comment on what was said, not the person who said it
- Do not share our own, or our friends', personal experiences
- Do not put anyone on the spot or ask personal questions
- We have the right to pass
- Do not judge or make assumptions about anyone
- Age appropriate rule around confidentiality and safeguarding.



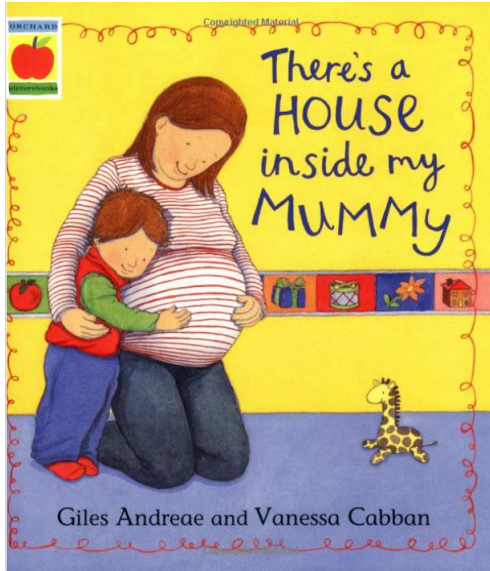
What will be taught in different year groups?

- ▶ This information just outlines the content in the ‘Growing and Changing unit’ and is part of a much wider curriculum.
- ▶ All content is age appropriate.
- ▶ Children’s backgrounds, family situations, religious and personal beliefs are valued, recognised and handled sensitively when planning and delivering the lessons. All lessons stick to factual information.

Reception



Lesson:	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
Lesson Objective:	I can explain the changes that occur as the seasons change. I can describe how I have shown resilience.	I understand that animals and humans change over time.	I can describe the different life stages of a human.	I understand that every family is different.	I can explain the difference between babies, children and adults.	I can explain which parts of my body should be kept private.
Lesson Overview:	<p>What are the four seasons and what changes happen in each of them. They create a cycle throughout the year.</p> <p>Trees have a season when they grow. They have to put a lot of effort into growing; they need help from the sun, the rain and the soil they grow in. Sometimes they get a bit damaged - by the weather or lack of water. But they are tough, and usually survive these things.</p> <p>This is a bit like when we are learning to do new things. Sometimes things are a bit hard and we can't do them at first. We need help from people around us. But if we keep practising over and over again, or try to do things in a different way, then we can get better at them.</p>	<p>Talk to the class about cycles - how things go round and round. Can they think about things that go round and round? Explain that things that live - like plants, animals and people - also have cycles; these are called life cycles.</p> <p>Look at the life cycle of a frog, seed or butterfly.</p> <p>Discuss what happens during the life cycle. What other animals does this happen to?</p>	<p>Read the story 'Once there were giants.' Look at the different stages of life shown in the story.</p> <p>Children order the different life stages and discuss who they have in their life and who are at the different life stages.</p>	<p>Read 'There's a House inside my Mummy'. Where do babies come from? When do they come out? What do babies need when they are born?</p> <p>Families can look different. Understand that families are people who provide us with love. That means they care for us and keep us safe.</p> <p>Children draw pictures of their own families.</p>	<p>Read 'You'll Soon Grow into them Titch.'</p> <p>How much have you changed since you were a baby? How do you know you have grown? Which parts have grown? What has helped us to grow? What can you do now that you couldn't do as a baby?</p> <p>Look at the stages of growing up – baby, child, teenager and adult.</p> <p>Children write one new thing they can do now that they couldn't do when they were a baby and when they were a toddler, and one new thing they might be able to do in the future, as a teenager.</p>	<p>Name the different parts of the body. Talk about their private parts and the correct name for them. Explain why it is important to know the correct name and that no one should touch them without our permission.</p> <p>Watch the NSPCC PANTS film Pantosaurus</p> <p>Talk about trusted adults and who they could be.</p>



Where do babies come from?

- Where do babies come from?
- What do they do in their mummy's tummy?
- When do they come out?
- What do they need when they are out?
- How did they get there? (A type of seed, called an egg, from mummy/a woman and a type of seed, called a sperm, from daddy/a man.)

Recognises that families are people who provide us with love. That means they care for us and keep us safe. All families are different.



Me and my body

- Label parts of the body.
- What about our private parts? What is the correct name for our private parts?
- Why are girls' bodies and boys' bodies different? (Because one day, if we want to, they are needed to have children. We need tiny eggs from the woman's body and tiny seeds called sperm from the man's body to make a baby.)
- Explain to the children that these parts of our body are private and no one should touch them without our permission. Ask the children who they could tell if someone tried to look at or touch their private parts.

Year 1



Lesson:	Healthy Me	Then and Now	Taking Care of a Baby	Who can help?	Surprises and Secrets	Keeping Privates Private	Good or Bad Touches
Lesson Objective:	I can describe the importance of a healthy lifestyle	I can identify the changes I have made since I was a baby.	I can think of what babies need to stay happy and healthy.	I can identify the difference between teasing and bullying.	I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.	I can identify the parts of the body which are private and describe how we can keep them private.	I can say 'no' to unwanted touch and ask for help from a trusted adult.
Lesson Overview	Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle.	Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages.	Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.	Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation.	Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.	Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.	NSPCC Underwear Rule Lesson Understand they have the right to say 'no' to unwanted touch.

Good or Bad Touches

NSPCC Underwear Resources

Activity	Description
Introduction	Introduce learning objective and outcomes and establish ground rules. Introduce Pantosaurus character, play the song video and introduce the Talk PANTS rules.
Baseline assessment	Children identify what they already know about keeping safe around places, people and things.
Labelling bodies	A labelling activity where children identify body parts, including genitalia, and explore why some parts of the body are private.
We say no!	Children practise ways of saying No and apply to different scenarios. Children then identify people who they trust to keep them safe.
Itchy Pants	Children learn that for health purposes there are some exceptions to the Talk PANTS rules.
Reflection and endpoint assessment	Children recap the Talk PANTS rules and reflect on their learning.
Signpost support	Signpost sources of support at home, in school and from trusted organisations.

The PANTS rules

PRIVATES ARE PRIVATE

ALWAYS REMEMBER YOUR
BODY BELONGS TO YOU

NO MEANS NO

TALK ABOUT SECRETS
THAT UPSET YOU

SPEAK UP, SOMEONE
CAN HELP

Keeping privates private

Children explore what they can do now which they could not do as a baby. One of those things is to use the toilet by themselves.

- Who wiped them clean then and who does it now?
- What are the words that we give to the parts of our body that we need to wipe/pat? Is it the same for boys and girls?
- Explain that the names for a boy's external genitals are penis and for a girl's it's vulva and these are the names we would use if we had to talk to a Doctor or someone else we trust about our private parts, if we needed to, e.g. if they were sore.
- Ask the children why they think we use the words 'private parts'? Explain that what's in their pants belongs only to them, which is why we cover them up. This is also why when we use the toilet we should shut the door so no one can see our private parts. This gives people privacy so they can pat their penis or wipe their vulva dry after they have done a wee in private without anyone seeing them.

Year 2



Lesson:	Pre-assessment A Helping Hand	Sam Moves Away	Haven't You Grown	My Body, Your Body	Respecting Privacy	Some Secrets Should Never Be Kept	I don't Like That
Lesson objective:	I can give support to a friend.	I can describe feelings of loss and suggest what someone can do if a friend moves away.	I can describe the stages of growth I have been through and what I look forward to in my future.	I can name the human private parts that are used to make a baby.	I can talk about keeping private parts private.	I understand the difference between safe and unsafe secrets.	I can give examples of touches that are ok or not ok and I can identify a safe person to tell if I felt 'not OK' about something.
Lesson Overview:	How to support others and give kind and helpful feedback. Guiding each other through an obstacle course.	Exploring how we feel when we lose things but also have to say goodbye to people (moving away).	Look at what they could do as a baby and what they can do now. Now they are older, they need to make choices about keeping safe and asking for help if they need to.	Naming parts of the body. Why girls are different from boys. Explain that these parts of our body are private and no one has a right to touch them or look at them, that they belong to you.	Privates, or private parts: a persons genitals; these are parts of your body that belong to you and only you can say whether someone can touch them or not. Private belongings: things that belong to you and that no one else can touch without your permission. Private information: information that is personal to you and that you only want your special people - such as your close family and only your close friends to know about.	Read 'Some secrets should never be kept'. Understand the difference between a safe and unsafe secret. If someone tells you to keep a secret, but it's not a safe what could you do? Who could you tell?	Revise NSPCC 'PANTS Rule'. How do our bodies react when we do not want to be touched. Looking for signals in people's facial expression and body language to check if people are feeling uncomfortable. Who are their trusted adults that they can tell if they feel uncomfortable or worried about something.

My body, your body

- Which parts do boys and girls have that are the same, which are different?
- Name private parts or genitals.
- If children ask about why we have different parts, the responses given will be age appropriate and sensitive.

Why do boys have a penis and girls have a vulva? They are to help release urine (wee) from the body and, if a person wants to, create a baby when older.

What do boys have testicles for? So that when they are older, they can make and store the sperm (seed) that helps make a baby, if they choose to do this.

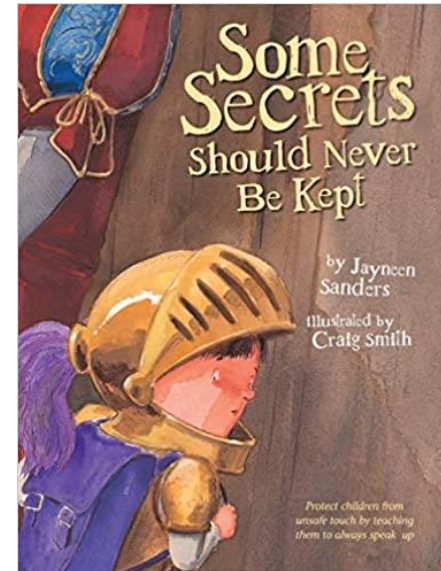
Why do boys have nipples? For the first six weeks of pregnancy an embryo (the beginnings of a baby) develops the same parts of the body and this includes nipples. Then the bodies start to change depending on whether the embryo will be male or female and this is why the genitals are different for boys and girls. Girls have nipples so that when they are grown up, if they choose to have a baby then they can breastfeed their baby.

- Children are taught that although we mostly have the same body parts, how each of us looks is unique (even if only slightly) and no-one's body will look exactly the same as ours, now or in the future.
- It is clearly explained that these parts of our body are private and no one has a right to touch them or look at them, that they belong to you.

Activity sheet
My body, your body

head
eyes
ears
nose
nipples
belly button (navel)
vulva
penis
testicles
fingers
knees
toes

© Coram Life Education SCARF resources



The PANTS rules

- P** RIVATES ARE PRIVATE
- A** LWAYS REMEMBER YOUR BODY BELONGS TO YOU
- N** O MEANS NO
- T** ALK ABOUT SECRETS THAT UPSET YOU
- S** PEAK UP, SOMEONE CAN HELP

Supporting your child at home



Want to find out more?

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[Toolkits](#)
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Sign in

Family SCARF bringing SCARF values to your home

Find out how the SCARF values of Safety, Caring, Achievement, Resilience, Friendship can help your child to be their best - both at school and at home.

Choose from our menu of family activities or support and find out how to build positive relationships and help your child be a confident learner.



SCARF at home activities to do together

Embedding your child's school health and wellbeing learning at home.

[Find out more...](#)



Parents and schools together

Useful information about talking with children about sensitive topics

[Find out more...](#)



Help your child be their best

Find out how a growth mindset can develop your child's confidence

[Find out more...](#)



Supporting children's mental health

Targeted support and guidance for specific mental health issues

[Find out more...](#)

Primary PSHE

Health and Wellbeing



Feeling Better

A collection of short films presented by Dr Radha Moghil that explore a whole range of feelings and emotions, as well as providing talking points and tools to feel better.

KS1 - Ages 5-7



Moodboosters

Fun, simple, curriculum-linked resources to inspire primary-aged children to get moving for mental health and wellbeing. These videos require no extra equipment and can be used flexibly during the school day in a classroom with minimal space.

KS1/KS2 - Ages 5-11



Super Movers

All of our PSHE Super Movers videos in one place.

KS1/KS2 - Ages 5-11



Physical and mental wellbeing

A collection of short films on mindset and mindfulness. Five of the films introduce us to one of the five steps to wellbeing, with the sixth film - The Brain House - using animation to look at what is happening inside our brain when we feel 'big' emotions.

KS2 - Ages 7-11



Reception (Eng) P1 (Sco)

Me and my relationships

My feelings

A selection of books about feelings e.g.

- Elmer stories
- Can't you sleep, little Bear?
- The Rainbow Fish

My feelings (2)

A story about feeling sad, such as 'Dogger' by Shirley

Valuing difference

Same and different

Suggested books:

Ten Little Fingers and Ten Little Toes by Helen Oxenbury

All Kinds of People by Emma Damon

Usborne *That's Not My...* books show differences amongst the same animal/creature. These are a great resource for a visual example of differences amongst people.

All Are Welcome by Alexandra Penfold and Suzanne Kaufman

The Smartest Giant in Town by Julia Donaldson.

Same and different families

The Great Big Book of Families by Mary Hoffman

Same and different homes

A book about different types of homes such as *Come over to My house* by Dr Seuss or

You Choose! by Pippa Goodhart. This is a great book to inspire and inform children about different kinds

Any Questions?



Thank you for listening.
I hope that the presentation has given you a clear understanding of the rationale behind the RSE curriculum, the important role it plays in keeping children safe and preparing them for life in the 21st century.

Thank you for coming and we hope you have found it useful.



We would be grateful if you could complete the evaluation form that will be emailed to you.