



Relationships, Sex and Health Education

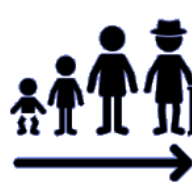
Fairfield Spencer Academy

Intent

RSHE is a fundamental subject for all Fairfield children as it provides them with the core knowledge, personal skills and moral values required to live safe, healthy and successful lives within their communities. As an integral pillar of our Wellbeing and Personal Development approach, this subject develops children's understanding of life in modern Britain and empowers them to become more respectful and compassionate citizens.

We deliver our RSHE curriculum through SCARF, a spiralled curriculum that comprehensively meets the statutory requirements for the teaching of RSE in primary schools from Y1 through to Year 6. The curriculum enhances our children's lives through meaningful teaching and learning opportunities that fit within six broad themes: Me and My Relationships, Valuing Difference, Keeping Safe, Rights and Respect, Being My Best and Growing and Changing. Keeping Safe is the golden thread that is woven throughout every aspect of our RSHE curriculum so every child can confidently and competently navigate through an increasingly more complex and digitally advanced world.

We build these important life skills through recurring yearly themes:

					
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing

Children are given time to discuss, debate and tackle many of the moral, social and cultural issues we are facing as a society and they are encouraged to positively make a difference on a local and global scale through regular acts of citizenship. There is a strong focus on the characteristics of safe, positive relationships so that they know how to build and maintain strong and meaningful connections with others. Through a rich and broad range of opportunities to learn about our diverse society in the United Kingdom, children appreciate what it means to be responsible citizens who demonstrate the fundamental British Values including respecting the rights of others. Children are taught about the direct link between a healthy lifestyle and wider positive life outcomes so they are independent in managing their physical and mental health. Our curriculum is inclusive by design meaning that all children are able to access learning topics, connect knowledge and develop the personal skills required to achieve their future aspirations.

Our RSHE curriculum is designed specifically to meet the diverse needs of our Fairfield community, this prepares our pupils at the school for the opportunities, responsibilities and experiences of now and in the future enabling them to navigate their way through life as the best version of themselves.

I am a positive, active citizen because...



Me and My Relationships



Valuing Difference



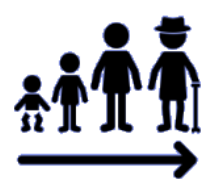
Keeping Myself Safe



Rights and Responsibilities



Being My Best



Growing and Changing

...I know what to expect from respectful, healthy, loving friendships and relationships.

...I recognise and manage risks, knowing how to stay safe, online and offline.

...I feel a valued member of society and celebrate difference.

...I know how to look after myself both physically and emotionally, understanding how and who to seek help from when I need it.

...I have the confidence to use my core beliefs and positive influences to make the right choices.

...I lead an independent life and show resilience to manage any challenges that come my way through the journey of life.

I am successful because I....

- ask and answer questions
- listen, respond and take turns
- explain and justify
- identify and regulate emotions
- show resilience
- compromise and negotiate
- manage conflict
- respect the environment
- demonstrate British Values
- discuss and debate topical issues

Implementation

Children access RSHE - SCARF sessions, workshops and assemblies. These enable open and free discussions around key issues. During the academic year, visiting SCARF educators deliver RSHE Education workshops, where children meet Harold, the giraffe puppet ('Healthy Harold') and friends, have discussions and watch short films about healthy eating, drugs – legal and illegal – and their effects, the body and how it works, friendships and their influence, and how choices and behaviours can affect children's health and education outcomes. Coram Life Education's work includes challenging social norms – misperceptions of peers' engagement with risky behaviour – to engender more positive behaviours.

Evidence of SCARF



SCARF is a subject that involves lots of discussion and practical activities. We are currently implementing pupil Showbie accounts to support evidence collation. Assessment is integrated within every SCARF lesson: including self/peer evaluation, in the moment feedback, observation, photo and video evidence of pupil's learning.

Impact

The impact of RSHE – SCARF teaching will be seen across the school with children who can apply their understanding of society to their everyday interactions from the classroom to the wider community of which they are a part. The work we do supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with the skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Statutory Framework for EYFS

Communication and Language	Listening and Attention	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding.
	Speaking	- Participate in small group, class, one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Express their ideas and feelings about their experiences using full sentences.
Personal, Social, 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 to others' needs.

Context - Me and My Relationships



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feelings, Getting Help All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	Feelings, Getting help, Classroom rules. Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	Feelings/self-regulation, Being a good friend, Bullying and teasing, Our school rules about bullying. Our ideal classroom (1) How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that!	Cooperation, Friendships. As a rule Looking after our special people How can we solve this problem? Friends are special Thunks Dan's dare	Recognising feelings, Bullying, Assertive skills. Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings Under pressure	Feelings, Friendship skills – including compromise, Assertive skills. Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Our emotional needs Being assertive	Cooperation, Assertiveness, Safe/unsafe touches. Working together Solve the friendship problem Behave yourself Assertiveness skills (formerly Behave yourself - 2) Don't force me Acting appropriately

Context - Valuing Difference



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognising and respecting difference, Being kind and caring. Same and different Same and different families Same and different homes I am caring I am a friend	Recognising, valuing and celebrating difference, Developing tolerance. Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons	Being kind and helping others, Listening skills. 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	Recognising and respecting diversity, Being respectful and tolerant. Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb	Recognising and celebrating difference (including religions and cultural difference), Understanding and challenging stereotypes. Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands	Recognising and celebrating difference (including religions and cultural difference), Influence and pressure of social media. Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? Stop, start, stereotypes	Recognising and reflecting on prejudice-based bullying, Understanding bystander behaviour. 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

Context - Keeping Myself Safe



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking for help, Keeping healthy, Staying safe around medicines 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 Keeping safe online People who help to keep my safe	How our feelings can keep us safe, Keeping healthy, Medicine safety. Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey	Safe and unsafe secrets, appropriate touch, Medicine safety. Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell?	Managing risk, Staying safe online, Drugs and their risks. Safe or unsafe? Danger or risk? The Risk robot Super Searcher Help or harm? Alcohol and cigarettes: the facts	Managing risk, Understanding the norms of drug use (cigarette and alcohol use), Influences. Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture wise Medicines: check the label	Managing risk, including staying safe online, Norms around use of legal drugs (tobacco, alcohol) Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it?	Staying safe online, Drugs: norms and risks (including law), Emotional needs. Think before you click! To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal?

Context - Rights and Responsibilities



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taking care, Making choices 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 and using. Looking after money (2): saving money and keeping it safe	Looking after things. 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	Cooperation and self-regulation. Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special How can we look after our environment?	Skills we need to develop as we grow up, Helping and being helped. Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project	Decisions about spending money, Media influence, Making a difference (different ways of helping others or the environment). 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?	Decisions about lending, borrowing and spending, Rights and responsibilities relating to my health, Rights and responsibilities. What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver!	Earning and saving money, Understanding media bias – including social media, Caring: communities and the environment. Two sides to every story Fakebook friends What's it worth? Happy shoppers - caring for the environment Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made

Context - Being My Best



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making healthy choices, Being persistent Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	Keeping healthy, Growth Mindset. 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!	Looking after my body, Growth Mindset. You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? Basic first aid	Keeping myself healthy, Celebrating and developing my skills. Derek cooks dinner! (healthy eating) Poorly Harold Body team work For or against? I am fantastic! Top talents	Having choices and making decisions about my health, Taking care of my environment. What makes me ME! Making choices SCARF hotel Harold's Seven Rs My school community (1) Basic first aid	Growing independence and taking responsibility, Media awareness and safety. It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness	Managing risk, Aspirations and goal setting. 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

Context - Growing and Changing



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Life cycles, Girls and boys 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	Getting help, Becoming independent, Body parts. Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates private	Being supportive, Dealing with loss, Life cycles. A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Some secrets should never be kept	Keeping safe, Relationships, Menstruation. Relationship tree Body space None of your business! Secret or surprise? My changing body Basic first aid	Managing difficult feelings, Relationships including marriage, Body changes during puberty. 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	Managing difficult feelings, Getting help, Managing change. 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!	Self-esteem, Keeping safe, Body Image. I look great! Media manipulation Pressure online Helpful or unhelpful? Managing change Is this normal? Making babies

Our wider RSHE and Wellbeing offer at Fairfield...					
RSHE – Wellbeing Library	Belonging Assemblies	British Values and Protected Characteristics: within curriculum, displays, assemblies	Rainbow Flag Award	Fairfield Foragers	Nurture
Wellbeing Garden and School Allotment /	Remembrance Day Poppies / tree planting...	Awareness Days - e.g. Show Racism the Red Card, Odd Socks, Children's Mental Health week etc.	Carefully chosen high quality texts promoting equality and diversity	Catharsis Play/Art/Music Therapy	CASY Counselling
Gardening Club	UK Parliament Week MP Visits and Assembly	Active citizenship in the community: reverse advent calendar / litter pick etc.	Careers Fair	Personalised Provision	Meet and Greet
Fairfield Foxes Breakfast & After School Club	Communication Friendly Spaces	All pupils are leaders - Pupil Wellbeing Champions	School Culture Day	Class Worry Monsters	Fairfield's Got Talent
NSPCC Workshops	Community Safety Visitors – e.g. railway safety, local police, water safety	Carefully planned transition programme	ELSA	Participation in Healthy Schools Week	Children's Kitchen / Cooking Area

***At Fairfield we use SCARF resources to help inform planning and assessment of the RSHE National Curriculum. Please click on the following links for more information.**

Progression of Learning Intentions Skills Assessment - SCARF
Progression of Vocabulary - SCARF