



WESTONBIRT PREP

PSHE & RSE POLICY

This policy applies to the whole school including EYFS and wraparound care

Date of Policy	September 2025
Member of staff responsible	Briony Shepherd
Role	Assistant Head (Pastoral)

Last Review	Significant Changes
September 2025	Combined policy created, merging existing separate PSHE and RSE policies
October 2025	Change to member of staff responsible

This Policy applies to:

The whole school including EYFS, before and after school care facilities; all staff, volunteers, pupils and visitors to Westonbirt Prep.

Introduction

Personal, Social, Health, Emotional and Economic Education (PSHEE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent and fulfilling lives and to become informed, active, responsible citizens in their local community and over time in a wider world.

Our PSHEE and RSE provision supports our vision of developing respectful, curious and determined learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout our curriculum and school culture. We have a planned thematic PSHEE and RSE 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.

At Westonbirt Prep we acknowledge that under the Education Act 2002 and Academies Act 2010, all schools must provide a balanced and broadly-based curriculum and wish to have a PSHEE and RSE policy that not only covers the statutory lesson content but also recognises that many of the skills and attitudes we wish pupils to develop are taught and demonstrated throughout school life and are the responsibility of all staff.

Legal Requirements of Schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings.

This PSHEE and RSE policy is informed by the following policies, guidance and documentation and should be read in conjunction with:

- [Keeping Children Safe in Education \(KCSIE\) \(statutory guidance\)](#)
- [Respectful School Communities: Self Review and Signposting Tool](#)
- [Behaviour and Discipline in Schools](#)
- [Equality Act 2010](#)
- [SEND code of practice: 0 to 25 years \(statutory guidance\)](#)
- [Alternative Provision \(statutory guidance\)](#)
- [Mental Health and Behaviour in schools \(advice for schools\)](#)
- [Preventing and Tackling Bullying \(advice for schools, including cyberbullying\)](#)
- [Sexual violence and sexual harassment between children in schools \(advice for schools\)](#)
- [The Equality and Human Rights Commission Advice and Guidance \(advice for schools\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#)
- [SMSC requirements for Independent schools](#)
- [National Citizen Service \(guidance for schools\)](#)

This policy should also be read in conjunction with the Westonbirt Prep Curriculum Policy, Safeguarding Policy, Anti- Bullying Policy, SEND Policy, Behaviour Policy, Equal Opportunities policy, Health and Safety Policy, IT Acceptable Use Policy, First Aid Policy & Prevent Duty Policy which can all be found on the Westonbirt Prep website or requested from the school office.

How PSHEE and RSE education is provided and who is responsible for this

At Westonbirt Prep we use SCARF, a comprehensive scheme of work for PSHEE and RSE education. An overview of our PSHEE and RSE curriculum can be found in the appendices. SCARF covers all of the DfE's statutory requirements for Relationships Education and Health Education. It also covers the learning opportunities within the PSHE Association's Programme of Study, therefore providing for elements such as the rights of the child, caring for the environment, economic education, and children's social, moral, spiritual and cultural (SMSC) education, including British Values.

Our PSHEE subject lead works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHEE and RSE confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher CPD.

What is being taught

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHEE education is about making connections; it's strongly linked to child-led activities, including play. PSHEE 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. During the Foundation Stage, the PSHEE aspects of the work are related to the objectives set out in the Early Learning Goals (ELGs). Please refer to the EYFS policy on the school website for further information about the EYFS curriculum.

Years 1 - 6

The SCARF programme divides each year group into 6 themed units:

1. Me and My Relationships: including 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 Respect: 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.

Protected Characteristics

The protected characteristics are taught through age-appropriate content across the SCARF spiral curriculum. Please see appendix 3 for more detail on the protected characteristics.

Fundamental British Values

Teaching and learning about British Values is fully integrated into our PSHEE Curriculum. The units on Relationships, Health and Wellbeing and Living in the Wider World help to foster children's responsibility for their own actions, respect for the beliefs of others, an understanding of how each individual is protected by the rule of law, and how everyone can make a positive contribution through the democratic process.

In addition to what is taught within our PSHEE Curriculum, each of the Fundamental British Values is embedded into life at Westonbirt Prep in the following ways:

- **Democracy:**
Democracy forms an important part of life at Westonbirt Prep. We have an active, elected School Council who meet regularly to discuss issues in the school.
- **The rule of law:**
As part of our curriculum, we learn about British and international history, and how some countries are run. We learn about rules in Games and PE lessons and have visits from the police and fire brigade to learn about rules in our community. We have a policy for behaviour, sanctions and rewards (see our Behaviour Policy).
- **Mutual respect:**
This is an integral aspect of life at Westonbirt Prep. We expect our children to be respectful, confident and positive individuals. We encourage every child to care about, and have respect for, their learning, each other and our environment. Through our rigorous and diverse curriculum, we encourage our children to be socially and emotionally intelligent, understand about themselves and each other and we encourage our children to make the right choices. Our assemblies follow themes that are underpinned by values of diversity and respect for all.
- **Tolerance of those of different faiths and beliefs:**
Not only do we demonstrate tolerance of those of different faiths and beliefs, we positively embrace them. On a daily basis, we teach children the values of their own opinions as well as those of others. We positively encourage pupils going out on educational visits to different places of worship, and our Religious Education curriculum educates pupils about different belief systems.
- **Consent:**
Consent is taught at an age-appropriate level across the SCARF spiral curriculum. The key learning - about respecting the rights of others, communication, negotiation and considering the freedom and capacity of others to make choices - is crucial in a range of situations children and young people will encounter throughout their lives. Consent is also modelled in the wider school, through concepts such as mutual respect, empathy, trust, fairness, negotiation, communication, personal safety, risk, bullying and abuse.

How PSHEE and RSE is Taught

PSHEE and RSE lessons are taught by the class teacher once a week in a timetabled PSHEE lesson. The Subject Lead will work closely with colleagues in related curriculum areas to ensure the programmes in this policy complement and do not duplicate content covered in other subjects.

PSHEE Education is taught within a safe and supportive learning environment, where pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them.

Within National Curriculum Science in Year 2, 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 4 and 5, children are taught about the life cycles of humans and animals. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

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 Relationship and 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 6, 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 and puberty changes, and it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Please see the PSHEE and RSE curriculum map in Appendix 1 for an overview of the content taught in each year group. Please also refer to Appendix 2 for a detailed overview of the statutory relationship guidance.

Answering Difficult Questions

Staff will answer questions posed by children honestly and without imparting their own personal views. Staff will use their professional experience and expertise when dealing with pupils' questions that go beyond the Westonbirt Prep curriculum. If staff feel that a question raised by a child goes beyond the scope of the curriculum, and therefore the answer may introduce the child's peers to subject matter beyond their maturity and understanding, they may inform the child that they will answer the question separately to the session or consult the child's parents.

Confidentiality

Due to the nature of the topics covered in the PSHEE and RSE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships education. Parents do have the right to withdraw their children from the non-science components of Sex education within Year 6. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Head. A record of such requests will be kept. Alternative work will be given to pupils who are withdrawn.

Equality, Diversity and Inclusion

We aim to promote inclusion and tackle any form of discrimination and actively promote harmonious relations in all areas of school life and with our key partners such as parents and other schools. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

The School is committed to promoting and developing inclusion & equality of opportunity in all its functions and will seek to do this by:

- Eliminating unlawful discrimination on the grounds of any of the protected characteristics
- Eliminating all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language
- Promoting equality of opportunity for all members of the School community
- Complying with the School's equality obligations contained in the Equality Act 2010
- Providing a secure environment in which all our children can thrive and achieve all of the outcomes of *Keeping children safe in Education*
- Providing a learning environment where all individuals, through the Equal Opportunities Policy, feel valued and feel they have a sense of belonging
- Preparing pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community
- Including and valuing the contribution of all families to our understanding of equality and diversity
- Providing and promoting positive information about the diversity of UK society
- Actively challenging discrimination and ensure that all members of the School community learn from these experiences
- Embedding inclusion through all our activities

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 SCARF resources that promote diversity and inclusion.

Assessment, Recording and Reporting

As with any learning, the assessment of young people's personal, social and emotional development is important. Pupils' understanding, knowledge and skills are assessed through observation, discussion, questioning, and writing. Pupil's learning is recorded in a class PSHEE floor book. Verbal feedback is used by teachers to acknowledge individual's strengths and provide personalised next steps. Comments about personal development are also included in annual reports to parents in the Form Tutor's comments.

Monitoring and Evaluation

Effective delivery of PSHEE provision will be monitored by annual:

- Planning audit
- Review of pupil work
- Consultation with teachers, pupils and parents

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHEE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHEE education and being informed about current developments in the subject. Teaching and learning in PSHEE is evaluated by the subject lead annually and areas for development are identified.

PASS (Pupil Attitudes to Self and School) Surveys are undertaken each year. These assess pupil wellbeing in terms of happiness, someone to talk to, healthy body, healthy mind and friendship matters. Outcomes dictate improvement planning for the future. Where possible we also create specific PLP groups linked to areas of need identified through the PASS survey, such as 'My Best Self'.

Whole school planning and implementation is evaluated annually and analysed annually. Outcomes dictate improvement planning for the future.

Appendix 1: Scheme of Work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Re c	Me and My Relationships All about me What makes me special Me and my special people Who can help me My feelings	Valuing Difference I'm special, you're special Same and different families and homes I am caring I am a friend	Keeping Myself Safe What's safe to go onto my body Keeping myself safe online Safety Listening to my feelings People who keep me safe	Rights & Respect Looking after my friends and special people Being helpful at home & school Caring for our world Looking after money	Being my Best Bouncing back when things go wrong Yes I can! Healthy eating My healthy mind Move your body A good night's sleep	Growing & Changing Seasons Life stages – plants, animals & humans Where do babies come from? Getting bigger Me & my body
Y1	Me and My Relationships Why we have classroom rules Thinking & Listening Feelings Being a good friend	Valuing Difference Recognising, valuing and celebrating difference Developing respect and accepting others Bullying & getting help Who are our special people?	Keeping Myself Safe Sleep Who can help Safe and unsafe touches How our feeling can keep us safe and online safety Medicine safety	Rights & Respect Taking care of things Myself My money My environment First Aid	Being my Best Healthy eating Hygiene and health Growth Mindset Cooperation	Growing & Changing Getting help Becoming independent My body parts Taking care of self and others
Y2	Me and My Relationships Bullying & teasing Our school rules Being a good friend Feelings/self-regulation	Valuing Difference Being kind & helping others Celebrating difference People who help us Listening skills Problem solving	Keeping Myself Safe Safe and unsafe secrets Appropriate touch Medicine safety	Rights & Respect Cooperation Self-regulation Online Safety School environment Looking after money	Being my Best Growth mindset Looking after my body Hygiene & health Exercise & sleep First Aid	Growing & Changing Life cycles Dealing with loss Being supportive My body, your body Privacy
Y3	Me and My Relationships Rules & their purpose Cooperation Friendship Peer pressure	Valuing Difference Recognising and respecting diversity Being respectful and tolerant My community	Keeping Myself Safe Managing risk Decision-making skills Drugs and their risks Staying safe online	Rights & Respect Skills we need to develop as we grow up Helping & being helped Looking after the environment Managing money	Being my Best Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Growing & Changing Relationships Keeping safe Safe and unsafe secrets First Aid
Y4	Me and My Relationships	Valuing Difference	Keeping Myself Safe Managing risk	Rights & Respect	Being my Best Having choices and making	Growing & Changing

	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (religions and cultural differences) Understanding & challenging stereotypes Different types of relationships, personal space	Influences Online safety Medicine safety	Making a difference (different ways of helping others or the environment) Media Influence Spending Money	decision about my health Taking care of my environment My skills and interests First Aid	Body changes during puberty Managing difficult feelings Relationships including marriage Safe or unsafe secret
Y5	Me and My Relationships Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Valuing Difference Kind conversations Recognising and celebrating differences, including religions and cultural	Keeping Myself Safe Managing risk, including online safety Decision making skills Health risks – vaping	Rights & Respect Health & wellbeing Making a difference Rights, respect & duties Decisions about lending, borrowing & spending	Being my Best Aspirations Growing independence and taking responsibility Keeping myself healthy First Aid	Growing & Changing Managing difficult feelings Growing up & changing bodies Managing changing bodies & feelings
Y6	Me and My Relationships Assertiveness Cooperation Safe/unsafe touches Positive relationships	Valuing Difference Recognising & celebrating differences Recognising & reflecting on prejudice-based bullying Understanding bystander behaviour Gender stereotyping	Keeping Myself Safe Understanding emotional needs Staying safe online Drugs & alcohol: norms and risks (including the law) Addiction and habits	Rights & Respect Understanding media bias, including social media Caring: communities & the environment Earning and saving money Democracy	Being my Best Aspirations & goal setting Managing risk Looking after my mental health and wellbeing First Aid	Growing & Changing Coping with changes Keeping safe Body image Sex education Self-esteem

Appendix 2: Relationships Education (DfE statutory guidance)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW:
Families and people who care about me	- That families are important for children growing up because they can give love, security and stability - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	- How important friendships are in making us feel happy and secure, and how people choose and make friends - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs - Practical steps they can take in a range of different contexts to improve or support respectful relationships - The conventions of courtesy and manners - The importance of self-respect and how this links to their own happiness - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help - What a stereotype is, and how stereotypes can be unfair, negative or destructive - The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	- That people sometimes behave differently online, including by pretending to be someone they are not - That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met - How information and data is shared and used online
Being safe	- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know - How to recognise and report feelings of being unsafe or feeling bad about any adult - How to ask for advice or help for themselves or others, and to keep trying until they are heard - How to report concerns or abuse, and the vocabulary and confidence needed to do so - Where to get advice e.g. family, school and/or other sources

Appendix 3: The Protected Characteristics (Coram Life Education)

PROTECTED CHARACTERISTICS:	LESSON CONTENT:
Age	R Life stages - plant, animals, humans (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/life-stages-plants-animals-humans) Y3 Our friends and neighbours (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-friends-and-neighbours) Y3 Let's celebrate our differences (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-celebrate-our-differences) Y4 Together (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/together) Y5 Happy being me (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/happy-being-me-1) Y6 We have more in common than not (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/we-have-more-in-common-than-not) Y6 Democracy in Britain 1 - Elections (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/democracy-in-britain-1-elections) Y6 Democracy in Britain 2 - How (most) laws are made (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/democracy-in-britain-2-how-most-laws-are-made) Y6 Don't force me (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dont-force-me) Y6 Think before you click! (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/think-before-you-click) Y6 To share or not to share? (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/to-share-or-not-to-share)
Disability	Y3 Let's celebrate our differences (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-celebrate-our-differences) Y3 Zeb (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/zeb) Y3 I am fantastic! (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-am-fantastic) Y6 We have more in common than not (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/we-have-more-in-common-than-not) Y6 Media manipulation (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/media-manipulation)
Marriage and Civil Partnership	R Life stages - human life stage - who will I be? (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/life-stages-human-life-stage-who-will-i-be) Y4 Together (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/together) Y6 Don't force me (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dont-force-me)
Pregnancy and Maternity	R Life stages - human life stage - who will I be? (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/life-stages-human-life-stage-who-will-i-be) R Life stages - human life stage - who will I be? R Where do babies come from? (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/where-do-babies-come-from) Y6 Making babies (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/making-babies-1)
Gender Reassignment	Y3 I am fantastic! (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-am-fantastic) Y6 Media manipulation (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/media-manipulation)
Race	Y2 What makes us who we are? (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-makes-us-who-we-are) Y3 Our friends and neighbours (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-friends-and-neighbours) Y3 Zeb (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/zeb) Y5 The land of the red people (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-land-of-the-red-people) Y5/P6 The land of the red people Y5 Happy being me (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/happy-being-me-1) Y6 We have more in common than not (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/we-have-more-in-common-than-not) Y6 Tolerance and respect for others (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/tolerance-and-respect-for-others)

Religion or Belief	R Same and different families (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/same-and-different-families-) R All about me (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/all-about-me) R/P1 All about me) Y1 Who are our special people? (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-are-our-special-people) Y2 What makes us who we are? (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-makes-us-who-we-are) Y3 Our friends and neighbours (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-friends-and-neighbours) Y3 Let's celebrate our differences (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-celebrate-our-differences) Y4 Together (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/together) Y4 The people we share our world with (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-people-we-share-our-world-with) Y5 The land of the red people (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-land-of-the-red-people) Y5 Happy being me (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/happy-being-me-1Y5/P6) Y6/P7 We have more in common than not (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/we-have-more-in-common-than-not) Y6 Don't force me (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dont-force-me) Y6 Is this normal? (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/is-this-normal)
	Y6 Acting appropriately (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/acting-appropriately)
Sex	R Me and my body - girls and boys (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/me-and-my-body-girls-and-boys) Y3 Let's celebrate our differences (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-celebrate-our-differences) Y3 Zeb (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/zeb) Y3 I am fantastic! (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-am-fantastic) Y4 Together (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/together) Y5 Stop, start, stereotypes (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/stop-start-stereotypes) Y5 Growing up and changing bodies (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/growing-up-and-changing-bodies-1) Y5 The land of the red people (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-land-of-the-red-people) Y5 Happy being me (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/happy-being-me-1Y5/P6) Y6 We have more in common than not (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/we-have-more-in-common-than-not) Y6 Media manipulation (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/media-manipulation) Y6 Tolerance and respect for others (https://www.coramlifeeducation.org.uk/scarf/lesson-plans/tolerance-and-respect-for-others)

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Staff name and date	