

# HAGBOURNE C.E. PRIMARY SCHOOL



*'Preparing each child for their future in an ever-changing world'*

**CARE - COURAGE - RESPECT - RESPONSIBILITY**

# RSHE Parent Consultation

## Thank you for joining us





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Today we would like to share with you:

- An explanation about what has changed in the new RSHE curriculum;
- How Hagbourne will be delivering this;
- A definition of what Sex education is;
- What we will be teaching regarding Sex ed at Hagbourne;
- Examples of some of the materials that we will be using in Relationships, Sex and Health Education
- A brief look at our RSHE policy.



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If you have any questions pop them into the chat and we will endeavour to answer them for you at the end or as we're going along.

It may be that we need to go away and think about the answer to a specific question. If this happens, we will send out answers to questions on an FAQ sheet after the meeting. If you think of some afterwards then please get in touch.

On the 1st March 2017, Justine Greening (Education secretary at the time) announced that there would be changes to the PSHE curriculum following the Children and Social Work Act.



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“  
It’s time to make sure all  
children have access to  
age-appropriate Relationships  
and Sex Education and PSHE  
that relates to the  
modern world.

**Justine Greening**

Secretary of State for Education  
Minister for Women and Equalities



# Department for Education



## So what's new?

From September 2020, schools have to teach Relationships and Health Education. The DfE also strongly encourages primary schools to deliver sex education to help prepare children for their transition to secondary school.

Most schools are already delivering very effective Relationships and Sex Education (RSE) and the new guidance is simply about ensuring that **all** children get the information they need and want. The lessons will help children to learn about their bodies including the changes that take place at puberty, and will help keep them safe, so they can form healthy relationships (friendships) with others, now and in the future.



## So what does that mean for us?

RSHE is woven into the fabric of our school through the teaching of our school values of: care, courage, respect and responsibility.

Many of our assemblies reinforce the messages which are in the RSHE curriculum: respectful relationships, resilience, friendships, caring for others, keeping and feeling safe, internet safety and mental health and wellbeing.

These ideas are also embedded within our behaviour policy.



As part of our delivery of RSHE, we use the leading children’s health and wellbeing charity, Coram Life Education (CLE or Coram Scarf), to support us in meeting these legal requirements. This includes:

- A visit from a trained educator who delivers aspects of the Relationships Education and Health Education programme on the Life Education Bus

- Using Coram Life Education’s online SCARF teaching resources

You will have seen some of this during Lockdown as we often sent Coram Scarf work home for the children.



# Coram Life Education 'Helping Children Make Healthy Choices'

**coram**   
**Life Education**

**SCARF**

[coramlifeeducation.org.uk](http://coramlifeeducation.org.uk)



[@CoramLifeEd](https://twitter.com/CoramLifeEd)



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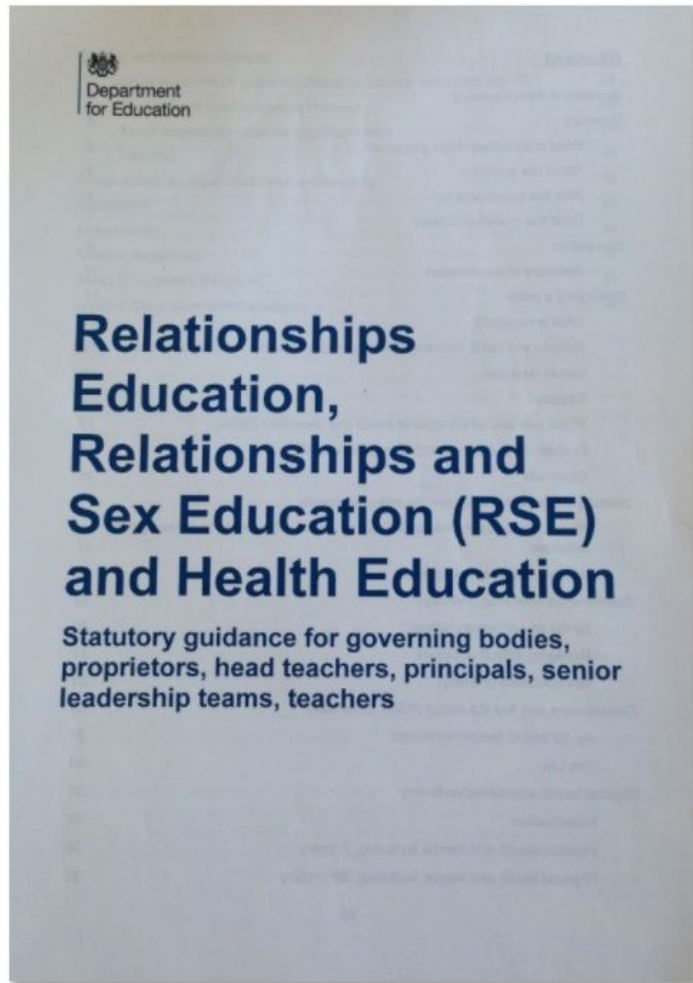
**Life Bus**



**Healthy Harold**

**Life Space**





# Why we're here!



Baby



Toddler



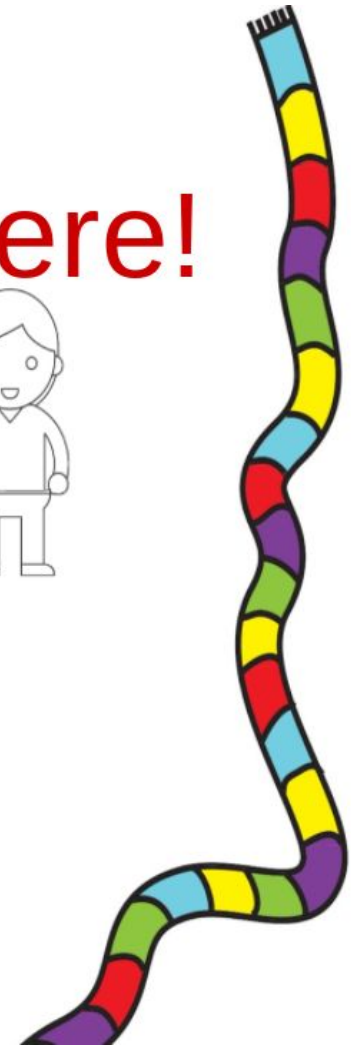
Teenager



Adult



Old Age



The previous PSHE guidance was written in 2000 - 20 years ago! A HUGE amount has changed since then and our children now live in a very different world.



# Year 2000



New technology, the internet, mobile phones and social media all have a huge impact on our lives now.



## **Why was it necessary to update the RSHE curriculum?**

- Children in primary schools are vulnerable online and sadly many have been groomed
- Children as young as 7 access pornography
- Poor mental health and self harm is becoming more significant in primary schools
- 1 in 20 children are abused and 1 in 3 of those cases aren't reported. The best way to safeguard children is to teach them what the difference between appropriate and inappropriate touching is in an age appropriate manner
- Girls as young as 8 start their periods and all too often find it terrifying as they know nothing about it
- Female Genital Mutilation happens to primary aged children
- TV programmes, adverts and lyrics from songs often contain sexual content which can be confusing and give the wrong messages to children



We are educating children and young people to live in the real world, with all its contradictions. This is part of our school vision: ‘preparing children for their future in an ever changing world’.

When it comes to sex, children may know a little, but they may also have a lot of confusion and there are a lot of myths and half-truths.

We need to make sure that our adult understanding and knowledge of relationships doesn’t prevent us from seeing a child’s perspective.

Our focus should be on building healthy attitudes and positive relationships, not just fighting off perceived threats and misconceptions.



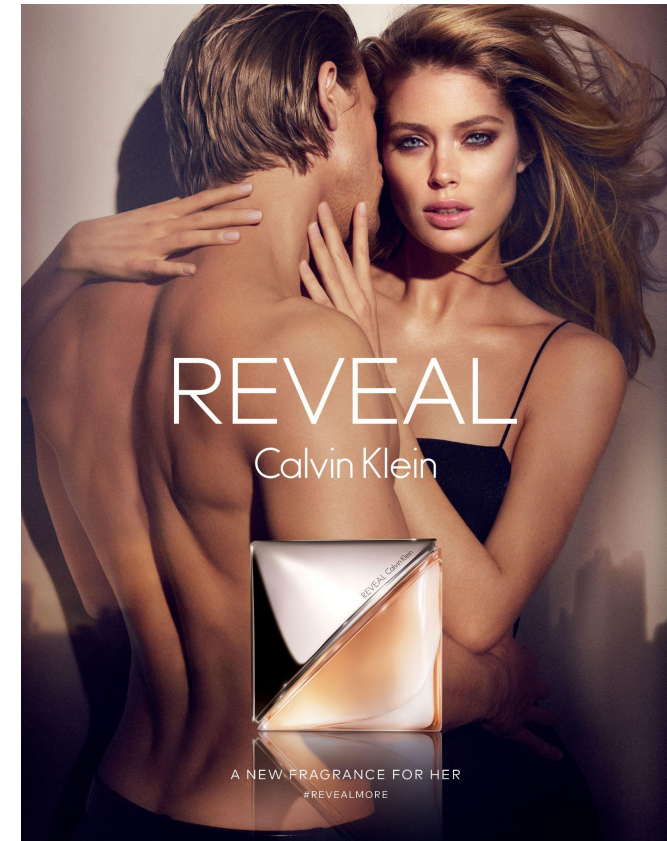
## Examples of song lyrics...

*This is a shout out to my ex  
Heard he in love with some other  
chick  
Yeah yeah that hurt me I'll admit  
Forget that boy, I'm over it  
I hope she gettin' better sex  
Hope she ain't fakin' it like I did, babe  
Took four long years to call it quits  
Forget that boy, I'm over it.  
**Little Mix, Shout out to my ex***

*Tomorrow I'll wake up, do some  
P90X  
Meet a really nice girl, have some  
really nice sex  
And she's gonna scream out "This  
is great" (Oh my god, this is  
great) Yeah!  
**Bruno Mars, Lazy Song***



Examples of advert images...





# Examples of TV programmes...





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Always consider that sex education taught by a teacher and learned first hand in a controlled and safe environment is **much** better than hearing it in the playground, on TV, in song lyrics or online where misconceptions and fear may arise.

Keep in mind that the internet is very accessible and if children are at all confused they might just 'ask google' and stumble upon things that are very inappropriate for them to see and hear. Alternatively, they could ask an older child or a friend and be given incorrect information. This can all be very worrying for them.



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## The guidance states:

All primary schools in England must teach 'Relationships and Health Education'  
Sex Education at primary school is at the school's discretion - see wording:

*"The national curriculum for science also includes subject content in related areas, such as **the main external body parts**, the human body as it grows from **birth** to old age (including **puberty**) and **reproduction** in some plants and animals."*

*"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively...It (the sex education programme) should ensure that both boys and girls are prepared for **the changes that adolescence brings and** – drawing on knowledge of the human life cycle set out in the national curriculum for science - **how a baby is conceived and born.**"*



# Relationships Education focuses on:

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





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# Health Education focuses on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent bodies (puberty)





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## What do children learn in science at KS1 that crosses over with RSHE?

- Identify, name, draw and label the basic parts of the human body and say which part is associated with which sense
- Notice that animals including humans, have offspring which grow into adults



## What do children learn in science at KS2 that crosses over with RSHE?

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Learn about the changes experienced in puberty



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## Definition of Sex Education:

At Hagbourne primary school we define sex education as the understanding of human reproduction including conception and birth.

This will be taught progressively from Reception to year 6, starting off with knowing that babies come from a sperm and an egg in Reception to knowing what sexual intercourse is in year 6.



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Parents have the right to withdraw their child from sex education lessons, but NOT from relationships and health education OR from the science curriculum.

If a parent would like to withdraw their child from a sex education lesson, they will need to discuss this with the headteacher first.

Sex education lessons will take place next half term (always in term 6).

As we said earlier, always consider that learning this first hand from the teacher in a controlled and safe environment is much better than hearing it elsewhere.



‘Being safe’ is part of Relationships education and children cannot be withdrawn from these sessions. This includes empowering the children with knowledge about ‘good and bad touches’ and ‘keeping privates private’.

## What the DfE guidance says:

Pupils should know:

- 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.



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LGBT+ appears in the 'Relationships' aspect of RSHE.

What the DfE guidance says:

*'At the point schools consider it appropriate to teach their pupils about LGBT, they should ensure this content is fully integrated into their programme of study for this area of the curriculum...we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum'.*

Pupils should know:

- 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.



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On the following pages, we have examples of the types of lessons and materials that we will be using with the children. This includes sex education lessons and some examples of ‘keeping safe’.

# Reception Class content

Seasons and change

Life stages in plants, animals and humans

Where do babies come from?

Getting bigger

Looking after my special people

Looking after my friends

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 me safe

## Sample Learning Activities

- Role play how you can help your special people at home
- Read a book together about getting bigger
- Read a book together about where babies come from  
e.g. There's a house inside my mummy
- Using the pairs cards, match up the baby animal with its adult equivalent
- Invite a midwife in to talk about her job
- Draw pictures of a friend. At the bottom of the picture write how they look after that friend or how their friend looks after them.
- Discuss what it feels like when they don't feel safe and what to do if that happens

I wish the house had windows  
So that we could see inside,  
I couldn't find a single one  
However hard I tried.





Think of a range of ways that someone can help us feel safe (e.g. hug us, hold us, make us a drink and snack, sit on their knee/lap, gentle hand on shoulder, or arm around us).

Ask the children:

- When would these touches be ok? (If you were ok with them - if you like them and feel comfortable with them.)
- If you didn't feel ok with anyone touching you in this way or in a different way, (if they made you have those funny feelings) what could you do? (Tell another adult, move away, say 'I don't like that'.)

# Year 1 content

**Extending learning from Reception.**

**New content includes:**

- Our special people
- Caring behaviour
- Respecting others
- Safe touch
- Unsafe secrets
- Friendship
- Communication
- Bullying
- Boundaries
- Privacy including naming the genitals
- Feelings

## Sample Learning Outcomes

- Recognise and name some of the qualities that make a person special to them
- Identify simple qualities of friendship
- Identify things they could do as a baby, a toddler and can do now
- Explain the difference between appropriate and inappropriate touch - NSPCC PANTS lesson
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep
- Identify/ talk about parts of the body that are private including naming the genitals with correct vocabulary



## Activity sheet

### Secret and surprise cards



Dad tells you he is planning a surprise birthday party for Mum and asks you to keep it a secret.

As you are walking home from school, your friend Jack hits a boy from your class then runs off. He tells you not to tell anyone.

You are at home with your big sister. You tell the rest of the family to keep out of the kitchen because you are both tidying up. What you are really doing is making pasta for everyone for tea.

A stranger says hello to you when you are waiting outside a shop for your Mum. They give you a sweet and tell you to keep it a secret.

## The PANTS rules

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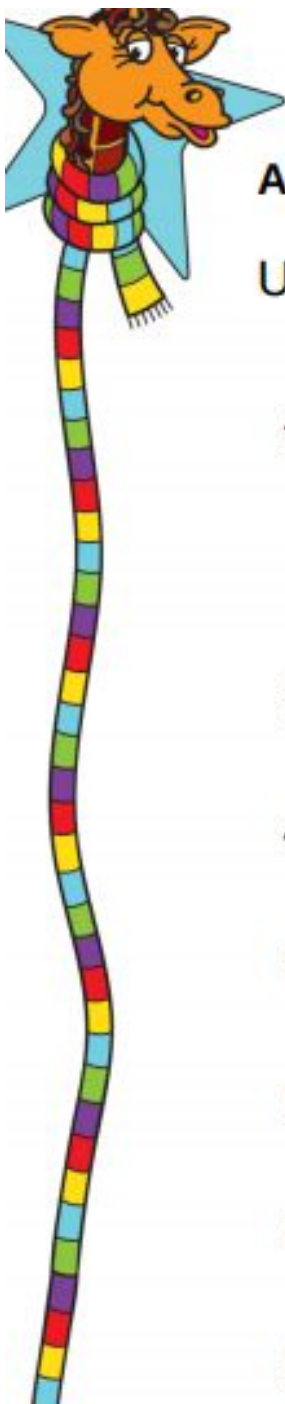
**P** RIVATES ARE PRIVATE

**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



## Activity sheet

### Unkind, tease or bully?



1. "Big Ears! We always call Sam Big Ears"
2. "Sam can be the Elephant in the play because he has got such big ears."
3. "I am going to push you every time I see you playing football."
4. "Miss! Mariam just said I was rubbish at running and I couldn't join in their game."
5. "Josh has got long hair. He must be a girl"
6. "Amelie's hair is so short, she looks like a boy."
7. "Jessica always pinches me when we line up for dinner."
8. "I don't like your backpack. It looks silly."

# Year 2 content

## Extending learning in year 1.

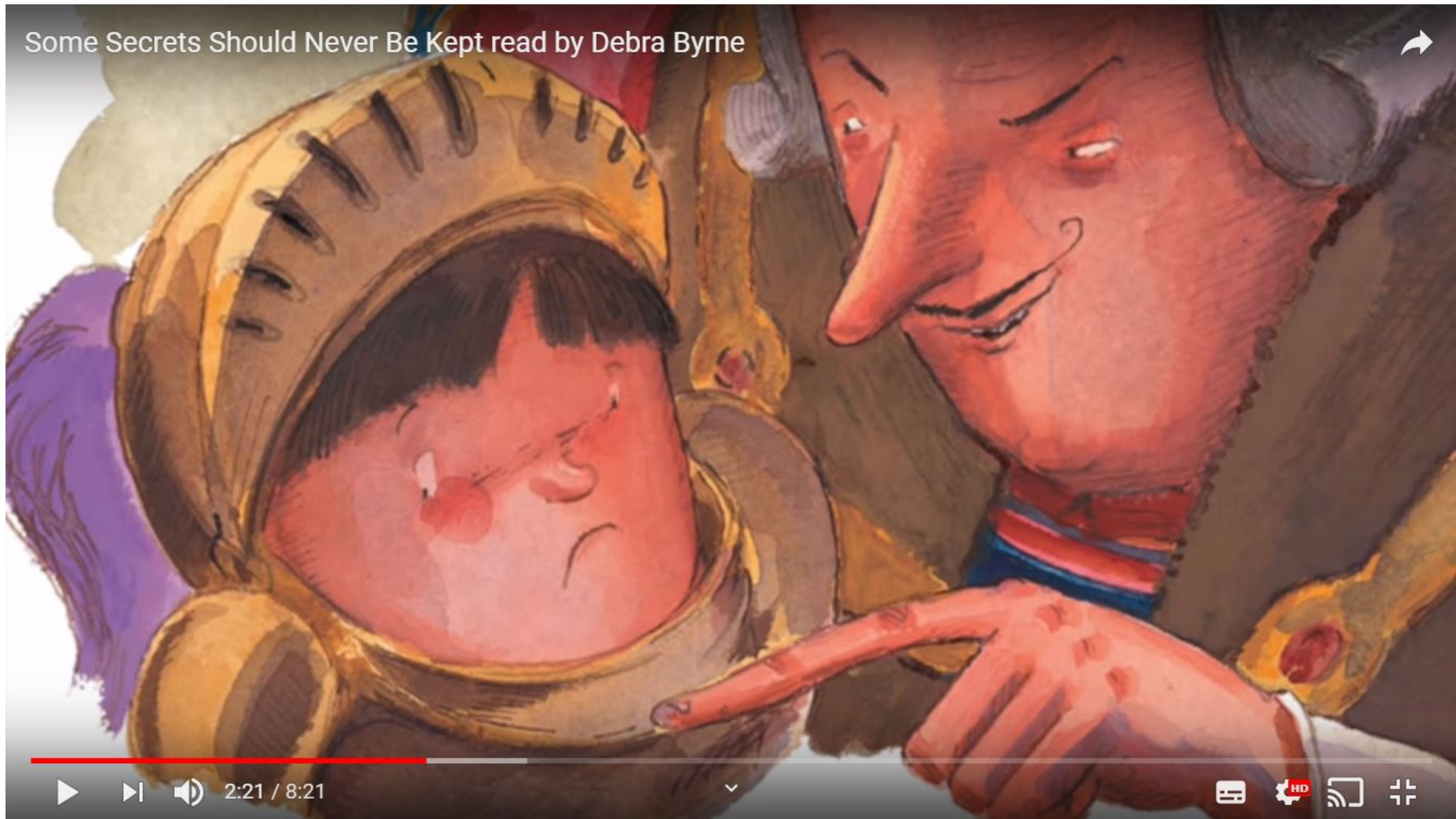
### New content to include:

- How my behaviour (positive or negative) affects others
- Becoming more independent
- Keeping themselves and others safe
- Growing from young to old and how people's needs change

## Sample Learning Outcomes

- Identify some of the ways that good friends care for each other
- Know and use words and phrases that show respect for other people
- Explain where someone could get help if they were being upset by someone else's behaviour
- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
- Identify the types of touch they like and do not like
- Labeling body parts including genitals with correct names

Some Secrets Should Never Be Kept read by Debra Byrne



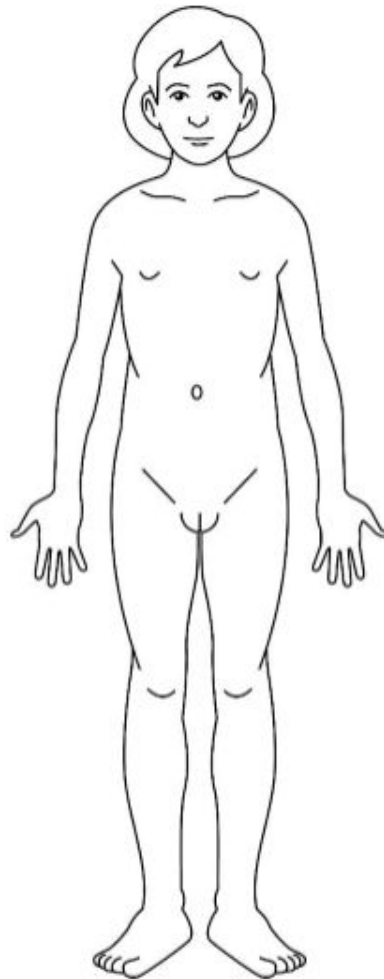
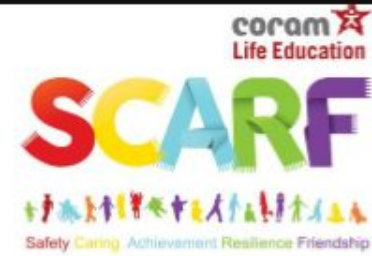
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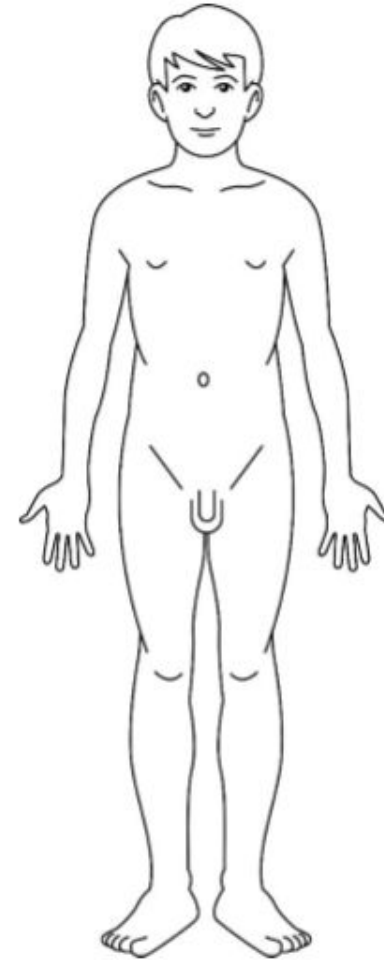


## Activity sheet

### My body, your body



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



## Activity

Put the class into 6 groups and using class/school/playground rules for reference, ask them to resolve these playground issues, one per group.

1. A football game has been going on for 5 minutes. 2 boys come out to play late and want to join in which would mean stopping the game.
2. Asif was late getting up for school this morning and put his jumper on the wrong way. The other children are making fun of him.
3. Nina is standing by herself in the corner of the playground. She wants to play but is too shy to ask.
4. David has lost his temper! He is shouting, pulling a face and making fists with his hands. He looks like he is about to hit someone.
5. Flo and Shayanne are arguing about who is the best dancer in Year 2. They both think that they are. Their other friends are worried that they might fall out.
6. The children playing football are so angry. Sam kicked the football onto the dining hall roof and it hasn't come down. Now they have lost the ball.

Once the children have decided how to resolve the problem, they can practice a quick drama to show the class.

# Year 3 content

## Extending learning in year 2.

### New content to include:

- Change including bereavement
- Images in the media
- Protecting personal information online
- Different types of relationships
- Healthy and unhealthy relationships (friendships),
- Discrimination and its consequences
- Understanding risk
- Making informed choices
- Resisting pressure

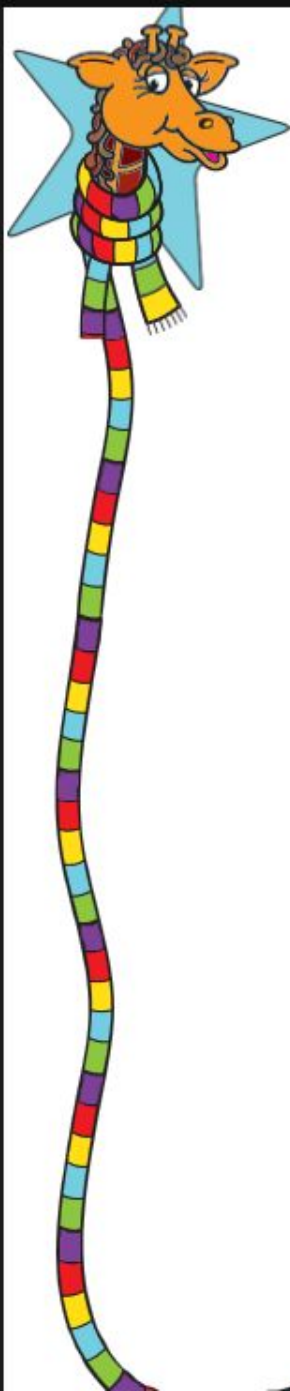
## Sample Learning Outcomes







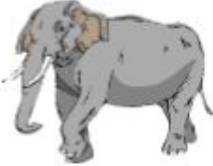
- Explain some of the feelings someone might have when they lose something important to them
- Recognise and describe appropriate behaviour online as well as offline
- Identify when it is appropriate or inappropriate to allow someone into their body space
- Recognise who they have positive healthy relationships with
- Recognise that repeated name calling is a form of bullying
- Identify when it is appropriate or inappropriate to allow someone into their body space
- Understand the word 'puberty' as a process which changes our bodies from a child to an adult. Look at ages of different animals when they reproduce.

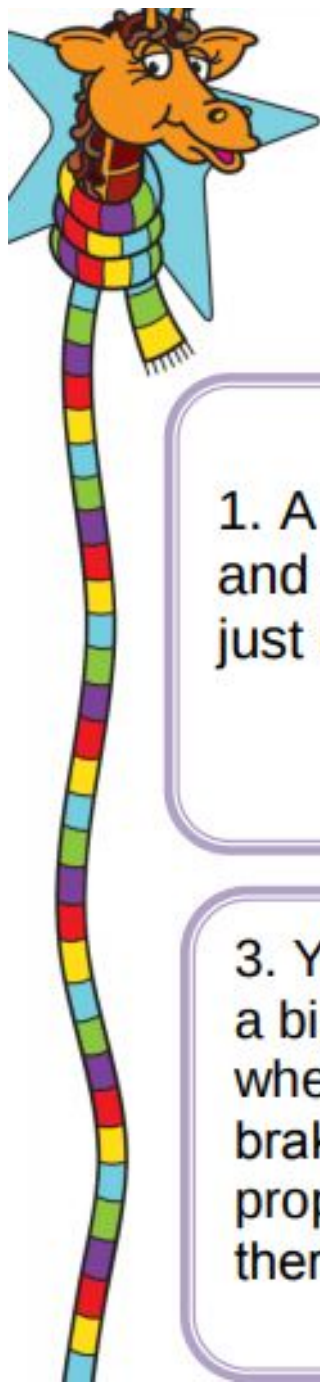
## Activity sheet

### Animal Reproductive Ages

Guess the reproductive ages for these different species.  
Cut out the cards below and then arrange them in order of their reproductive age, (that's the age at which these animals are able to start reproducing) from youngest to oldest.



Butterflies		Birds	
Frogs		Rabbits	
Humans		Mice	
Elephants			



## Activity sheet

### Safe or Unsafe? Scenarios

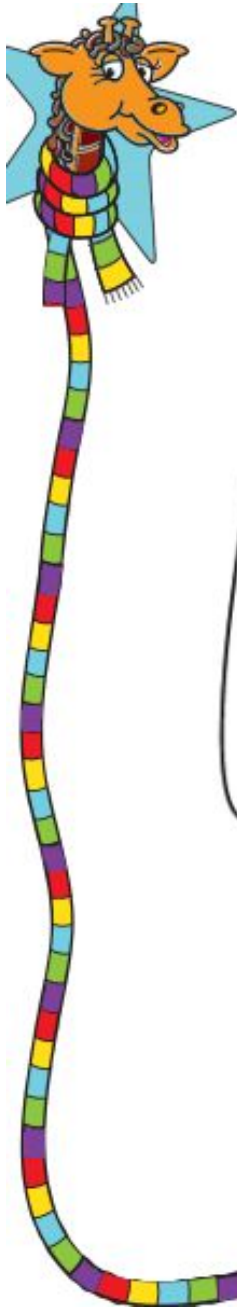


1. A friend asks you to go and play down at the park just before tea time.

2. You notice a car hubcap has fallen off into the middle of the road and your friend suggests you pick it up before it causes an accident.

3. You are about to go on a bike ride with a friend when you notice that your brakes aren't working properly. Your friend says there isn't time to fix them.

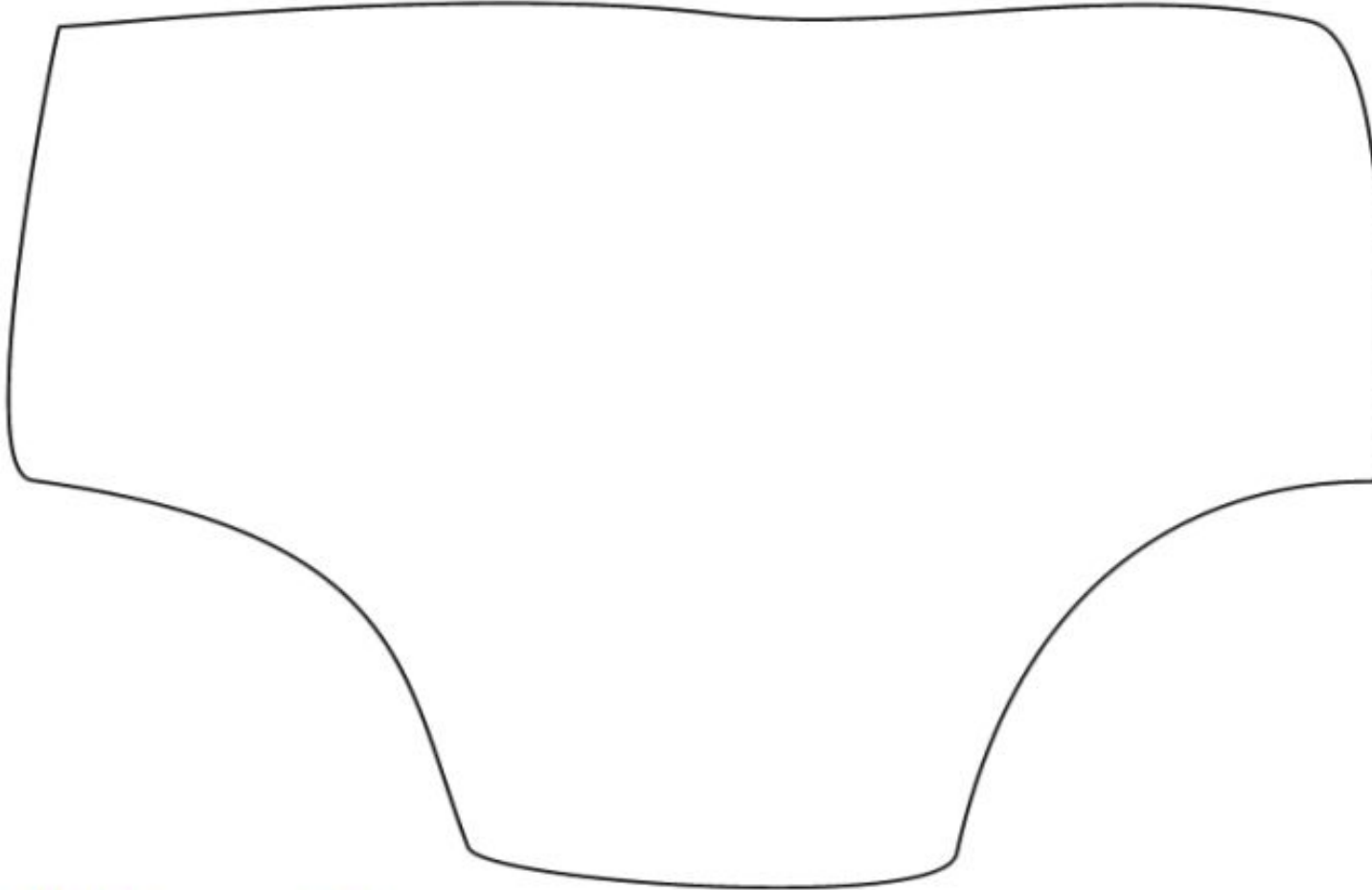
4. A friend dares you to climb the tallest tree in the park.



Activity sheet

## Bodyspace

Make a poster to show the P.A.N.T.S rules. Cut out your finished poster.



Discuss the following questions:

What are the things that make these people similar to each other?

What are the things that make them look different to each other?

- What might be different and special about their:
  - Religious beliefs
- Places where they work
- Jobs they do
- Families
- Food they eat
- Languages they speak
- Music they listen to
- Clothes
- Customs
- Festivals they celebrate

What other things can you think of that make these people similar to, or different from each other?



# Year 4 content

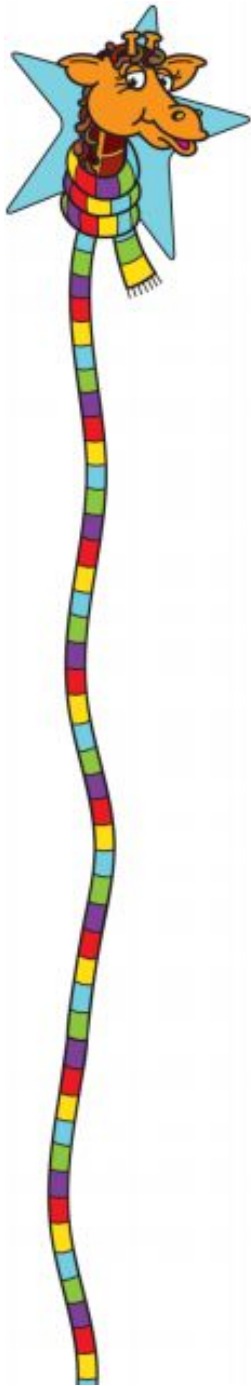
## Extending learning in year 3.

### 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

## Sample Learning Outcomes

- Understand and explain why puberty happens. Know the key facts of menstruation
- Suggest reasons why young people sometimes fall out with their parents
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony
- Define what is meant by 'being responsible'
- Understand and identify stereotypes, including those promoted in the media
- Understand that we can be influenced both positively and negatively



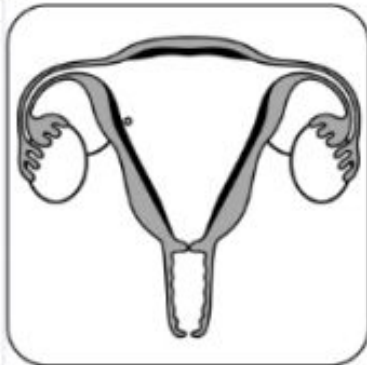
## Activity sheet

# Periods positive

Cut out the pictures and arrange them in the correct order. Then stick them onto a blank sheet of paper.

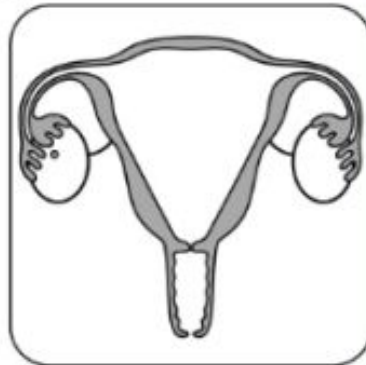


A



Wall of uterus (womb) thickens.

B



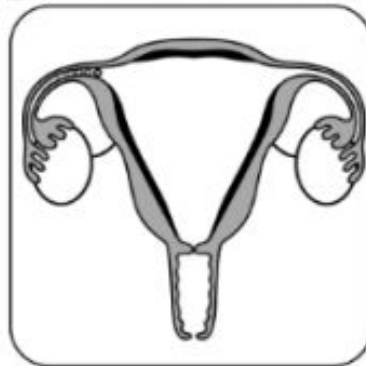
Egg is released from ovary.

C



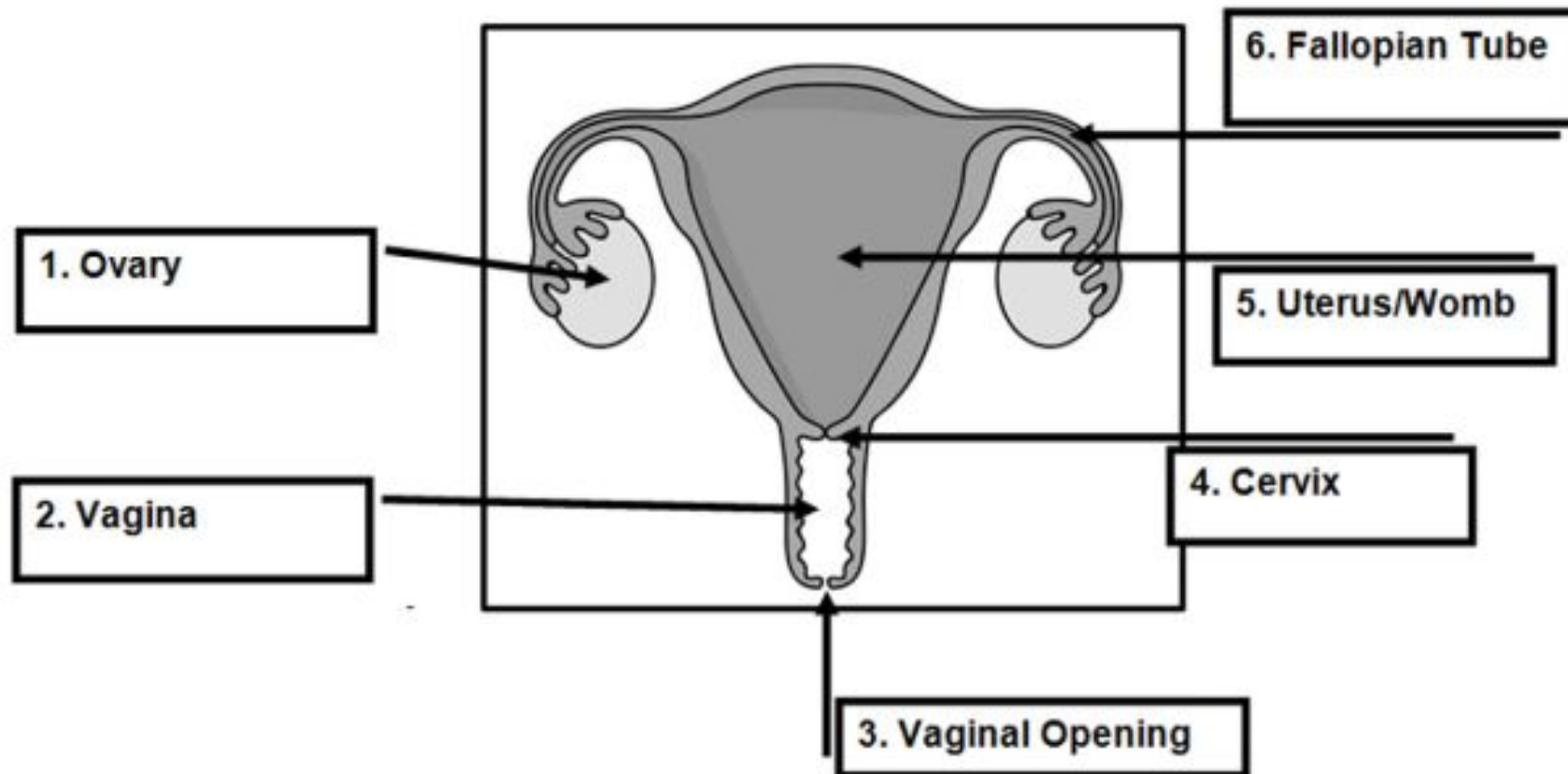
Wall of uterus and egg are released through the vagina.

D



Egg travels down the fallopian tube.

## Labelling internal female reproductive organs

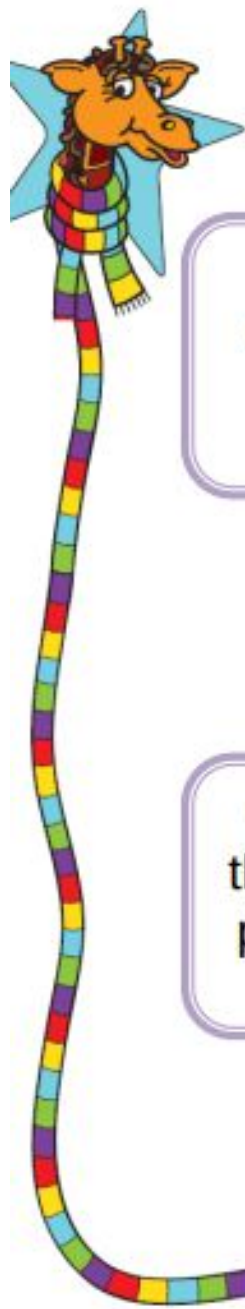


## Introduction

Start the lesson with a discussion about feeling safe and unsafe:

- What do we mean by feeling safe?
- How does someone feel when they are safe?
- What sort of places would someone feel safe in?
- How does someone feel when they are not safe?
- What can happen to someone's body when they are not feeling safe? (Prompt as necessary: sweaty, hot, flushed, butterflies in the stomach, needing the toilet, feeling sick, legs shaking etc.)

Explain that in today's lesson we are going to think about situations that might make someone feel unsafe, people that can help in those situations and ways of dealing with unsafe situations.



1. Is the situation safe or unsafe for this person?

2. How would this situation make this person feel?

Place scenario card here

6. What would be the best way for the person to deal with this situation?

5. Who could this person ask for help?

## Activity sheet

Keeping ourselves safe

3. Why might this person take part in this situation?

4. Does this person have to take part in this situation?

# Year 5 content

## Extending learning in year 4.

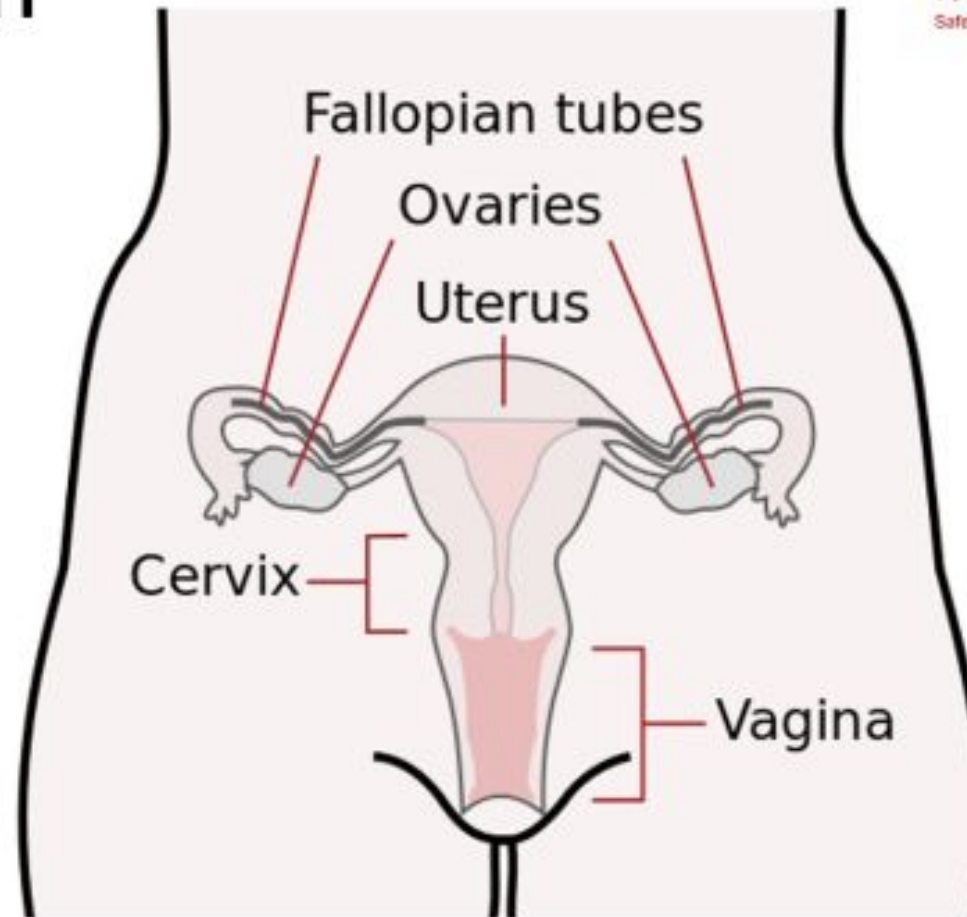
### New content to include:

- 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

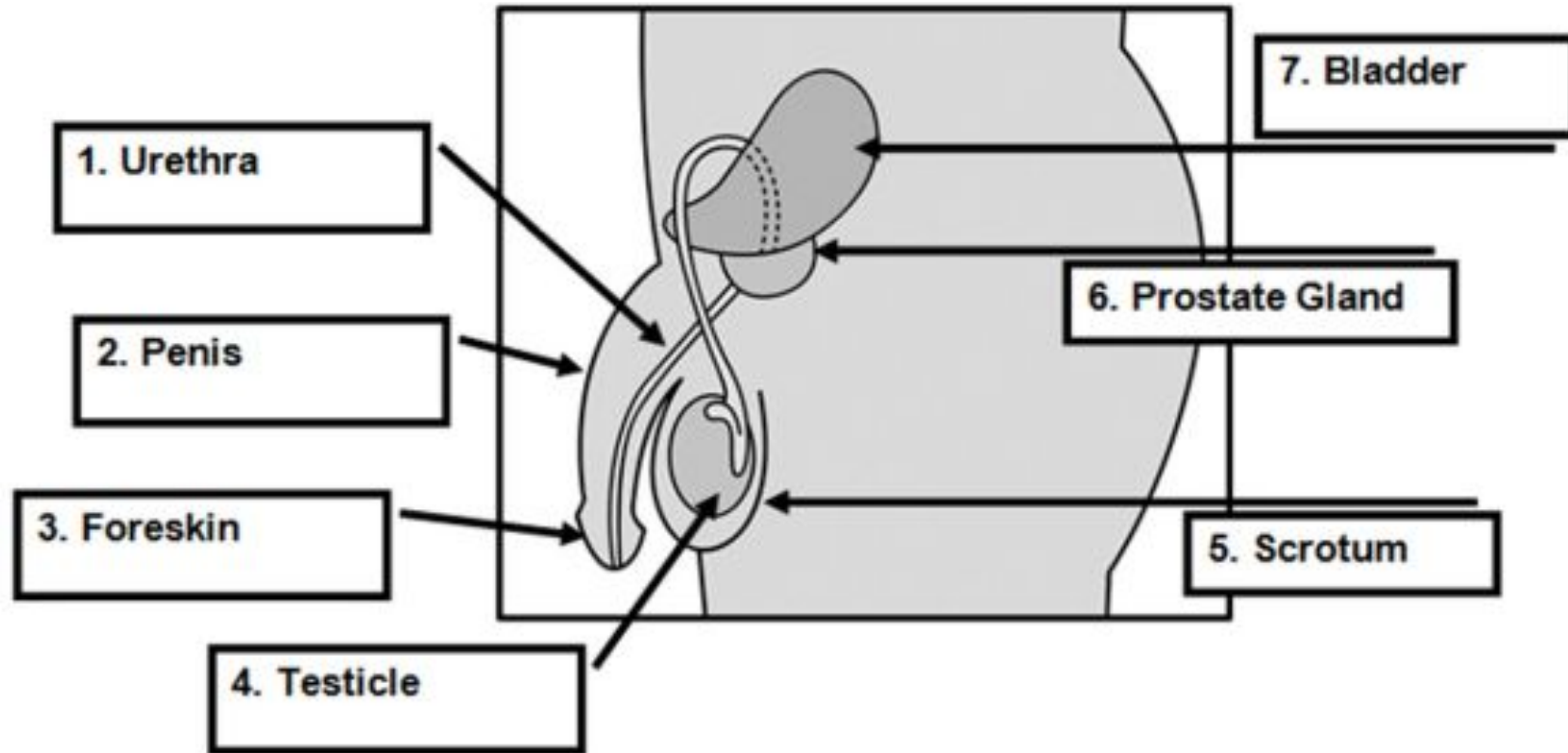
## Sample Learning Outcomes

- Identify some products that they may need during puberty and why
- Know what menstruation is and why it happens
- Recognise some of the feelings associated with feeling excluded or 'left out'
- Identify what things make a relationship unhealthy
- Explore and share their views about decision making when faced with a risky situation
- Recognise that people aren't always who they say they are online
- Recognise that some people can get bullied because of the way they express their gender
- Know how to protect personal information online

# Female reproductive system



## Labelling internal male reproductive organs





In the Life Education session Ella wanted her friend to try a cigarette. Cigarettes contain a drug called nicotine. Nicotine is a legal drug in this country which means it is allowed to be sold in shops.

But the way drugs are categorised is quite complicated in this country so try our 'True or False?' quiz to see how much you understand about drugs!

How to do the quiz:

- Discuss each statement in pairs or threes. Agree between you whether the statement is true or false and give a reason as to why.

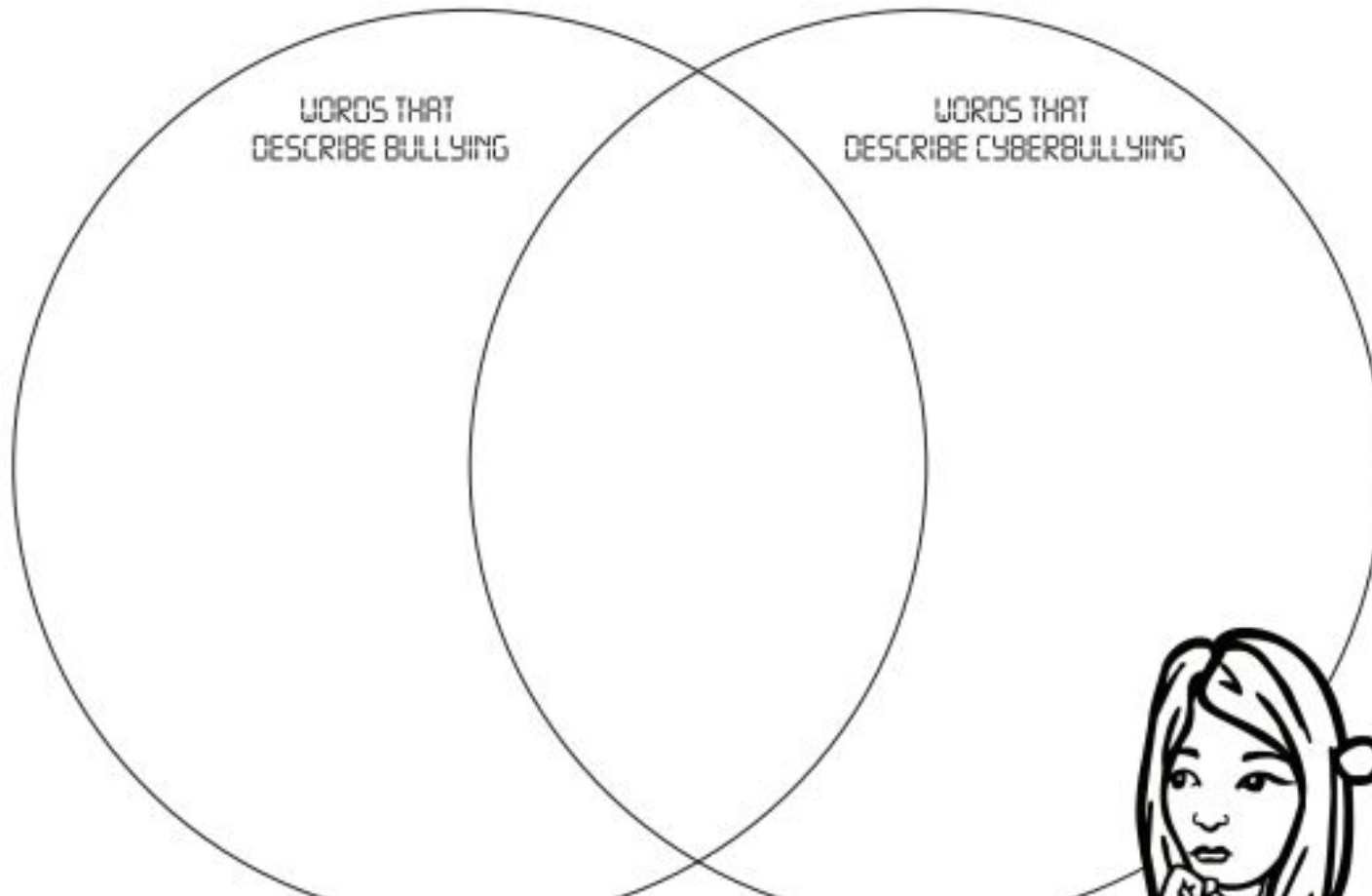
### True or False?

1. All drugs are medicines.  True or  false?
2. Medicines are drugs.  True or  false?
3. Medicines can only be obtained with a doctor's prescription.  True or  false?
4. Some medicines can legally be bought without a doctor's prescription.  True or  false?
5. Alcohol is a legal drug in this country.  True or  false?
6. Anyone can be sold an alcoholic drink in this country.  True or  false?
7. Shops can be fined if they sell alcohol to a person under the age of eighteen.  True or  false?
8. Alcohol is sometimes used in other products like antiseptic wipes, antiseptic hand-gel and mouthwash.  True or  false?
9. Alcohol is sometimes used in medicines.  True or  false?

# SPOT BULLYING



- 1 In each of the circles write words that describe or define bullying and cyber bullying.
- 2 In the centre space record the similarities between bullying and cyber bullying.



# LEARN THE UNDERWEAR RULE



**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



# LEARN THE UNDERWEAR RULE

**TALK PANTS AND YOU'VE GOT IT COVERED!**

**P**RIVATES ARE PRIVATE

Parts of your body covered by underwear are private. No one should ask to see, or touch them. No one should ask you to touch or look at parts of their body that are covered by underwear. Sometimes doctors, nurses or family members might have to. But they should always explain why, and ask if it's OK first.

**A**LWAYS REMEMBER YOUR BODY BELONGS TO YOU

It's your body, no one else's. No one should make you do things that make you feel embarrassed or uncomfortable. If anyone tries, tell an adult you trust.

**N**O MEANS NO

You have the right to say 'no' – even to a family member or someone you love. Remember, you're in control of your body and your feelings are important.

**T**ALK ABOUT SECRETS THAT UPSET YOU

Secrets shouldn't make you feel upset or worried. If they do, tell an adult you trust. You will never get into trouble for sharing a secret that upsets you.

**S**PEAK UP. SOMEONE CAN HELP

Talk about stuff that makes you worried or upset. An adult you trust will listen, and be able to help. It doesn't have to be a family member. It can be a teacher or a friend's parent – or even ChildLine.

# Year 6 content

## Extending learning in year 5.

### New content to include:

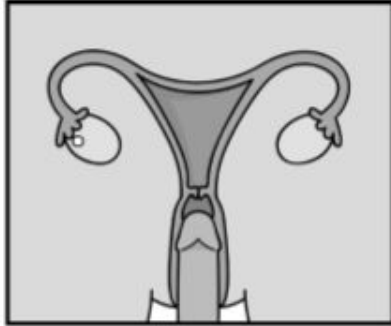
- Body image
- Sharing images online
- Forced marriage
- Conception, reproduction & birth

## Sample Learning Outcomes

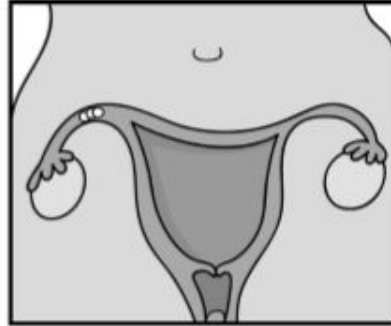
- Recognise that photos can be changed to match society's view of perfect
- Explore the risks of sharing photos and films of themselves with other people directly or online
- Describe ways in which people show their commitment to each other
- Know a variety of ways in which the sperm can fertilise the egg to create a baby

## Sorting Activity: Conception and pregnancy timeline

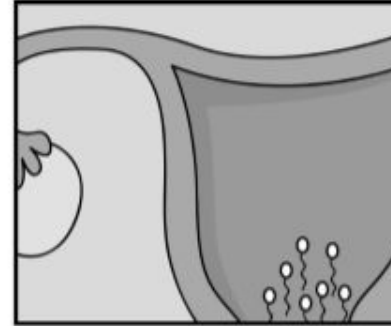
Cut out laminated copies of the images and related text for children to arrange them in the correct order. (Make enough sets for children to work in groups of 5 or 6).



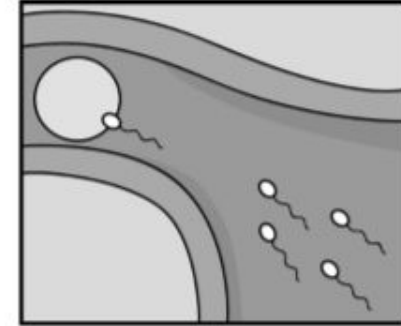
A man and woman have sexual intercourse. All this happens at the time of the month when the woman's body is releasing an egg from the ovary. This is called ovulation.



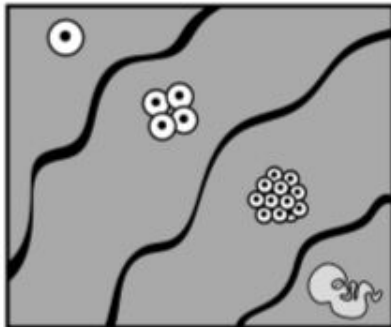
Ovulation- The egg is released from the ovary into the fallopian tube (passage the leads from the ovary to the womb). It starts to travel down the tube very slowly, towards the womb. It will stay in the fallopian tube for a few days.



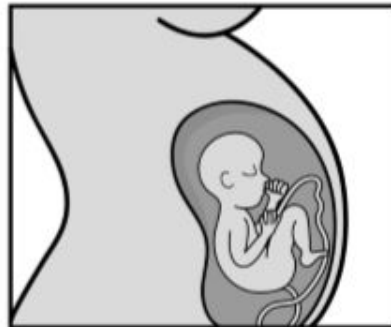
During sexual intercourse the man's penis enters the woman's vagina. He has an orgasm, releasing millions of sperm into her vagina. The sperm swim up the vagina. A few make it right to the fallopian tube, where the egg is.



One sperm meets the egg and enters it, beginning the first phase of making a baby. This is called fertilisation.



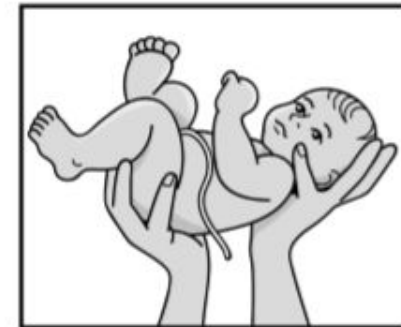
About 1½ days later the fertilised egg (egg and sperm combined) begin to change and grow.



About six days later the egg, now called an embryo, implants in the lining of the womb. This is where the embryo will continue to grow if it is healthy.



Eventually around nine months later, the baby is ready to be born. Most babies are born head first and will leave the womb, travel down through the birth canal and out of the vagina.



The baby arrives and now needs lots of milk and attention to ensure it grows happy and healthy.

Dear Aunty Agatha,

I am so much shorter than my friends. I've always looked younger than them. Now all my friends seem to have started their periods. I keep wondering if there is something wrong with me. What should I do? Eloise

*Dear Eloise...*

Dear Aunty Agatha,

My voice is freaking me out. Sometimes I start to talk and it squeaks. People in my class laugh at me. I hate it. When will it stop? Mehmet

*Dear Mehmet...*

## Activity 1 - Photos

Watch the NSPCC film\* **I saw your willy** about Alex and his friend Sam. Talk about the story with the class using the following questions:

- What did the boys do
- Why did they do this in the first place?
- What did Katy think when she saw it?
- What did she do?
- What did everyone else do?
- Who was the last person that we saw had received it? [His grandma]
- How did Alex feel?

Do you think everyone is happy to receive photos of genitals on their phone? Do you think someone who sends a picture of their genitals to a friend expects them to forward it to their other friends?

Reinforce that cameras are everywhere (on most people's phones) and it's really important to get someone's permission before taking and sending a photo of them to someone else or posting it online.

In the situation in the film clip, Alex hadn't given his permission for Sam to share it with Katy; he didn't expect Katy to share it with anyone else and she didn't ask permission to share it either. In this situation both Sam and Katy could get into trouble with the police. This is because it is **illegal** (against the law) to produce sexual images of a person under 18 years old, and as this was a photo of his willy (or as we have been calling it in our puberty lessons, penis) this would class as a sexual image.

# Coram scarf website...

The screenshot shows the homepage of the Coram Scarf website. At the top left is the 'coram Life Education' logo, featuring a red star with a white figure inside. To its right is the 'SCARF' logo in large, colorful, block letters. Below the logos is a dark red navigation bar with white text for 'About Us', 'Our Resources', 'Pricing', 'News', 'My SCARF', 'Contact Us', and 'Manage'. On the right side of the navigation bar are icons for Facebook, YouTube, Twitter, and a settings gear. The main content area has a white background. It starts with a heading: 'SCARF is always up to date - ready for new statutory requirements for Relationships Education'. Below this is a quote: '"I feel so confident going back to school and delivering info to staff and ensuring we are ready for statutory RSE requirements. A lovely day. Thanks!"' attributed to 'Teacher feedback from RSE 1-day teacher training course, Preston'. This is followed by the text 'We offer you a Relationship Education programme that is:' and a bulleted list: '• Tried and tested in real classrooms with teachers', '• Designed to be delivered by confident teachers and with the option of support from our educator team', and '• Regularly updated online to meet statutory requirements.' Below the list is a paragraph: 'The resources form part of the SCARF subscription. We also offer educator-delivered interactive sessions. You have the option to combine these elements, tailoring them to the unique needs of your school.' Another paragraph follows: 'We also offer one-day teacher training workshops to build teachers' confidence and expertise. Our online resources contain easily accessed films modelling good practice; these support teachers in delivering our Relationships Education lessons safely and effectively.' At the bottom, there are four light blue boxes, each with an image and text. The first box shows a document cover titled 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' and describes it as 'Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'. The second box shows a group of diverse children running happily. The third box shows a teacher sitting on the floor in a classroom, surrounded by children. The fourth box shows a group of people, including women in headscarves, sitting around a table in a meeting.

**coram** Life Education

**SCARF**

About Us - Our Resources - Pricing - News - My SCARF - Contact Us - Manage -

f y t g

## SCARF is always up to date - ready for new statutory requirements for Relationships Education

*"I feel so confident going back to school and delivering info to staff and ensuring we are ready for statutory RSE requirements. A lovely day. Thanks!"* Teacher feedback from RSE 1-day teacher training course, Preston

We offer you a Relationship Education programme that is:

- Tried and tested in real classrooms with teachers
- Designed to be delivered by confident teachers and with the option of support from our educator team
- Regularly updated online to meet statutory requirements.

The resources form part of the SCARF subscription. We also offer educator-delivered interactive sessions. You have the option to combine these elements, tailoring them to the unique needs of your school.

We also offer one-day teacher training workshops to build teachers' confidence and expertise. Our online resources contain easily accessed films modelling good practice; these support teachers in delivering our Relationships Education lessons safely and effectively.

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Find out about the statutory requirements for schools and how we can help.

Find out about the support we offer schools through our resources and training.

How you can enhance your health and Relationships Education provision by inviting our trained educators in to support your programme.

How we help you work in partnership with parents.

## Your lesson plans

N

Health and Wellbeing > Healthy Lifestyles

Lead lesson 1 with related activities and enhancements: Feel your heart go pumpety pump ✖

Lead lesson 2 with related activities and enhancements: Food for energy ✖

Lead lesson 3 with related activities and enhancements: Sleep tight ✖

Lead lesson 4 with related activities and enhancements: Clean Teeth ✖

Lead lesson 5 with related activities and enhancements: Washing hands ✖

Lead lesson 1 with related activities and enhancements: Feel your heart go pumpety pump

R

Health and Wellbeing > Healthy Lifestyles

Lead lesson 1 with related activities and enhancements: Move your body ✖

Lead lesson 2 with related activities and enhancements: A good night's sleep ✖

Lead lesson 3 with related activities and enhancements: Scrummy snacks ✖

Lead lesson 4 with related activities and enhancements: Sleepover ✖

Lead lesson 5 with related activities and enhancements: Hold on Harold! ✖

Lead lesson 1 with related activities and enhancements: Move your body

Y1

Health and Wellbeing > Healthy Lifestyles

Eat well

Our feelings

Harold's wash and brush up

Catch it! Bin it! Kill it!

I can eat a rainbow ✖

Healthy me ✖

Super sleep ✖

I can eat a rainbow

Healthy me

Super sleep

Health and Wellbeing > Keeping Safe  
Harold loses Geoffrey

Who can help? (1)

Harold's school rules

What could Harold do? ✖

Y2

Health and Wellbeing > Healthy Lifestyles

My day

Harold's bathroom

Harold's postcard - helping us to keep clean and healthy

My body needs... ✖

What does my body do? ✖

My body needs...

What does my body do?

Health and Wellbeing > Keeping Safe  
How safe would you feel?

What should Harold say?

Harold's picnic ✖

Harold's picnic

Respecting privacy

Health and Wellbeing > Growing and



[RSHE policy](#) - this will be on the website after the consultation for everyone to read

[RSHE scheme of work](#) with assembly and mental health links/ideas

## National Online Safety

The online world is posing an ever-increasing risk to children and it is important that schools, parents and carers work together to take an active role in teaching children about online dangers and how to act safely when using the internet.

We are therefore delighted to announce that Hagbourne CE Primary School have shown our commitment to protecting our pupils online and have worked with National Online Safety to deliver an interactive online workshop for all our parents & carers.

The course can be taken at your own convenience and covers:

- Information about online dangers and the newest platforms
- What online risks to look out for and how to protect your child

Please find below the URL you need to visit to register your account. You will need to complete your details and select “I am a: Parent/Carer” from the dropdown:

<https://nationalonlinesafety.com/enrol/hagbourne-ce-primary-school>

Once you have registered, you will be able to access the “Online Safety for Parents and Carers’ course and National Online Safety’s Resources (which includes 50+ online platform guides and explainer videos on the latest social media channels and games). This aims to help empower parents with the knowledge to protect their children from the dangers of the internet.

If you have any questions or trouble accessing the course please contact [support@nationalonlinesafety.com](mailto:support@nationalonlinesafety.com) or speak to Mrs Lewis.





## What Parents & Carers Need to Know About

# WHATSAPP

**16+**  
in UK & EU;  
12+ rest of  
world.

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents, and making voice and video calls. The app offers end-to-end encryption, meaning messages can only be read by the sender and the recipient(s). Not even WhatsApp can read them. Updates to its privacy policy in 2021 reportedly caused millions of users to leave the app. But the new policy was widely misinterpreted: it only related to WhatsApp's business features, not to personal messages.

### 'Prize' Scams

WhatsApp users occasionally receive messages from unauthorised third parties or fraudsters pretending to offer prizes – encouraging recipients to click a link to win. A common scam involves a warning that someone's WhatsApp subscription has run out: aiming to dupe them into disclosing payment details. Other scams include instructions to forward a message to earn a gift or reward.

### Enabling Fake News

WhatsApp has unfortunately been linked to accelerating the spread of dangerous rumours. In India, some outbreaks of mob violence were reported to have been sparked by false allegations shared on the app. WhatsApp itself took steps to prevent its users circulating hazardous theories and speculation in the early weeks of the Covid-19 pandemic.

### Connections with Strangers

To start a WhatsApp chat, you need the mobile number of the person you want to message (they also need to have the app). WhatsApp can also access the address book on someone's device and recognise which of their contacts use WhatsApp. If your child has given their mobile number to somebody they don't know, that person could then use it to get in touch via WhatsApp.

### Ephemeral Messaging

By enabling the 'disappearing messages' option in a chat, users can send messages that will vanish from WhatsApp after seven days. Parents may want to take note of this new feature, which makes monitoring what children are talking about on the app problematic. Equally, if someone sends your child an inappropriate message, once it has disappeared there is no way to prove any wrongdoing.

### 'Only Admins' and Cyberbullying

Group chats and video calls are great for connecting with multiple people in WhatsApp, but there is always the potential for someone's feelings to be hurt by an unkind comment or joke. The 'only admins' feature gives the admin(s) of a group control over who can send messages. They can, for example, block people from posting in a chat, which could make a child feel excluded and upset.

### Live Location Sharing

The 'live location' feature lets users share their current whereabouts, allowing friends to see their movements. WhatsApp describes it as a "simple and secure way to let people know where you are." Indeed, it is a useful method for a child to let loved ones know they are safe. But if your child is in a chat with people they don't know, it means they will be exposing their location to them, too.

## Advice for Parents & Carers

### Report Potential Scams

Advise your child not to engage with any message that looks suspicious or too good to be true. When your child receives a message from an unknown number for the first time, they will be given the option to report that number as spam. They can also report a contact or a group as spam by tapping on the contact or group name to open their profile and scrolling down to 'report spam'.

### Explain about Blocking

If your child receives spam or offensive messages, calls or files from a contact, they should block them. Communication from a blocked contact won't show up on their device and stays undelivered. Blocking someone does not remove them from your child's contact list – they would also need to be deleted from the device's address book. The option to block someone is on their contact info screen.

### Create a Safe Profile

### Leave a Group



## What Parents & Carers Need to Know about

# ROBLOX



With more than 150 million users worldwide, Roblox is one of the most popular video games of recent times. Roblox allows users to create their own gaming experiences using Roblox Studio: building levels and games then allowing other people to play them. Similarly, players can play each other's creations, either on their own or with other people online. While it's a tool that can help foster creative thinking, Roblox is also intermittently in the news amid concerns over young users' safety.

### No Age Rating

Roblox is rated 7+ by PEGI, but the platform itself doesn't have a minimum age requirement. It does ask for a date of birth when registering, but this can be easily fabricated. The sheer quantity of games available on Roblox means that some will fall into teen/adult categories. Users can also interact with each other freely – and the game has, historically, attracted scammers, griefters and online predators.



### In-App Purchases

Robux is the in-game currency used to buy things like special outfits or emotes, and to play certain sections of the game. A subscription service (costing £4.99 per month) called Roblox Premium offers more privileges and more in-game currency. Robux can also be purchased in batches, for up to £4.99. Children can easily pay for these, or purchase a membership, without realising it.



### Chat Functionality

Users can join group chats with almost anyone through the Chat & Party function. While the chat has some filters, predators still try to find ways around these to prey on young children. There have been recent reports of adults pretending to be children, attempting to groom younger players and encouraging them to chat privately in an unmoderated environment away from the game.



### ODers

An 'ODer' (online dater) joins Roblox to find someone to 'date' online. While there's nothing inherently wrong with finding love on the internet, it becomes an issue in a space that's populated by children and young teens, like Roblox. Online dating is against Roblox's community guidelines, but certain player-built games on the platform are specifically for 'ODers' and should be avoided by children.



### Online Predators

Roblox's developers aim to maintain a safe place for children; they employ human moderators for their players' protection. But there will, sadly, always be individuals who try to bypass these safeguards so they can chat to children and attempt to communicate outside the game. Anyone asking for your child's personal information or to talk privately should be blocked and reported.





There are only two  
lasting things we can hope  
to give our children:

One is **roots**;  
the other is **wings**.