

## Info for parents and carers leaflet

### Who are we?

Coram Life Education is the leading provider of relationships, health, wellbeing, and drugs education to almost half a million children across the UK, delivered under the strapline 'Helping Children Make Healthy Choices'. Trained Educators use evidence-based, interactive, creative methods and resources to stimulate curiosity and imagination amongst children in 1 in 10 English and Scottish primary schools (2,041 schools).

### How we work

Coram Life Education has a distributed delivery structure in which 19 Delivery Partner charities and Coram Branches deliver in local areas under agreement with Coram. Coram Life Education has a presence in the South West, London and South East, West Midlands, East of England, North West, The North and Aberdeenshire. Our memorable life skills sessions are delivered in a mobile classroom or Life Space inside school grounds.

### What children experience

Children's experience of Coram Life Education's sessions is fun, engaging and memorable. Children meet Harold the Giraffe puppet ('Healthy Harold'), and friends, have discussions and watch short films about healthy eating, legal and illegal drugs 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 interventions include challenging social norms – misperceptions of peers' engagement with risky behaviour – to engender more positive behaviours.

### SCARF

Alongside our mobile classroom, Life Space or in-classroom visit, online teacher resources called SCARF (which represents our values for children of **S**afety, **C**aring, **A**chievement, **R**esilience and **F**riendship) provide a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.

Meeting all DfE requirements for statutory Relationships and Health Education, and mapped to the PSHE Association programmes of study, SCARF is a framework consisting of over 350 lesson plans, online planning, assessment and Ofsted tools to give teachers skills and confidence to embed a comprehensive RSHE, PSHE and Wellbeing programme throughout the primary years.

SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing. The plans cover all of the DfE's new statutory requirements for Relationships Education and Health Education, and the PSHE Association's Programme of Study recommended learning opportunities.

Teachers using SCARF tell us that they particularly value its flexibility; it can be used as a lesson-a-week resource and also be tailored to particular need if specific issues arise during the year.

### What will my child learn in SCARF?

For each year group, there are six themed units which provide a complete PSHE and wellbeing curriculum, including mental health and Relationships and Sex Education (RSE), along with related assessment tools. They are:

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- **Me and My Relationships** explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of a healthy friendship and how to manage them.
- **Valuing Difference** includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.
- **Keeping Myself Safe** comprises a number of Being Safe aspects from statutory Relationships Education; being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.
- **Rights and Responsibilities** covers wider PSHE content such as money management, living in the wider world and taking care of the environment.
- **Being My Best** consists of lessons on keeping healthy, developing a Growth Mindset to facilitate the resiliency process, setting goals and ways to achieve them.
- **Growing and Changing** contains the majority of the Changing Adolescent Body lessons from Health Education and the lessons that provide the building blocks to understanding more about our body and why it changes.

Coram Life Education takes a three strand approach addressing children's knowledge, skills and attitudes, and programmes are aligned with the National Curriculum (Citizenship, PSHE Education), covering all Key Stages. Coram Life Education helps schools meet their statutory requirements for Relationships and Health Education, children's Spiritual, Moral, Social and Cultural development, and Ofsted inspection criteria for personal development, behaviour and welfare. Recognising the role of the community and home life in influencing children's choices, we design our programme with schools and deliver special sessions and assemblies for parents and carers to amplify our effectiveness. More information about SCARF can be found [here](#).

### Relationships and Sex Education

Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. At Coram Life Education we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding. Although we refer to our resources as our Relationship Education programme, they also include elements of Health Education as well as non-statutory sex education (in Year 6). Therefore, we often refer to it as RSE; Relationships and Sex Education.

Our Relationships and Sex Education resources help children and young people to be safe, healthy and happy, both as they grow, and in their future lives. Delivered as part of PSHE, they help schools meet their current SMSC development, safeguarding, and emotional wellbeing requirements, as well as ensuring that they meet the requirements of the DfE Primary Relationships Education and Health Education Curriculum, and National Curriculum Science from 2020.

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### A comprehensive set of age-appropriate lesson plans within SCARF online

SCARF RSE lessons are designed to cover key skills, attitudes and values children need to gain, develop and explore, in order to develop healthy relationships with their peers, as well as the information they need to keep themselves safe and ask for help when they need it.

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

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

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

**7-8 year-olds:** introduces themes about change, including menstruation and bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

**8-9 year-olds:** builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and human reproduction; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not so good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

**9-10 year-olds:** builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

**10-11 year-olds:** builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage; female genital mutilation (FGM); sexual intercourse; HIV; and managing pressure online.

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### FAQs

#### Is Relationships and Sex Education (RSE) compulsory?

It is compulsory for Primary Schools to teach Relationships Education and Health Education and they are strongly encouraged to teach Sex Education by the Department for Education. Schools must consult parents in developing and reviewing their RSE policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach non-statutory sex education must allow parents a right to withdraw their children.

#### Does SCARF cover non-statutory Sex Education?

There is very little in the SCARF programme that is non-statutory. We interpret sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory included in either Health Education or National Curriculum Science.

The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse as well as IVF in our Year 6 Making Babies lesson. For further information see our FAQ's on our [website](#).

We have also been asked whether teaching about HIV at Primary level is statutory. HIV is included in the SCARF programme as it helps schools to meet their statutory requirements under Health Education (in the Health and Prevention category) for all children by the end of year 6 to know:

- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.

SCARF is a spiral curriculum and so previous lessons would have covered hygiene, bacteria and the importance of hand washing, this naturally leads on to talking about different viruses, of which HIV is very important.

The purpose of this particular SCARF lesson is to raise awareness and reduce stigma and misconceptions surrounding HIV to reduce the impact of people's lives and mental health, as advised by the Sex Education Forum when designing an age appropriate curriculum, of which we are members ([see curriculum design tool](#)).

Although talking about viruses is statutory, talking about HIV specifically at primary level is not. Your school will have made a decision as to whether there is any reason not to teach it at Year 6. We always say that the school will be able to assess their pupil's needs best and SCARF is flexible enough that they can adapt it to meet the needs of their children. They will consider whether the children have already mentioned it. Are they referring to HIV either appropriately or inappropriately? Do they have a good understanding of how it can and can't

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be passed on? The answers to these questions will help them demonstrate the reasons for including this SCARF lesson in order to meet their pupil's needs.

The statutory guidance aims to provide a balance between what HAS to be taught by the end of Year 6, and no one; neither the school nor parent can change this, with the flexibility in HOW and WHEN the school delivers the content in consultation with parents.

### When will my child's school be delivering Relationships and Education?

If your child's school has already consulted parents regarding their RSE policy and shared sample resources with you, then they could start delivering it from September 2020. If not, they have until the beginning of the summer term next year (2021) to consult parents before they start delivering RSE. The school should ensure they communicate with parents what they will be covering and when.

### What can I do to support my child's learning at home?

The statutory guidance is clear in recognising that a parent/carer is a child's primary educator in these matters. There are a number of things you can do to support your child's understanding and encourage them to ask questions.

1. If you feel it is time to talk to your child about growing up and the changes they are likely to experience then it is best to offer it in small chunks rather than do it in one go- often known as 'The Talk'. This gives them time to digest the new information and ask you further questions as they develop more understanding.
2. If your child asks you questions try to stay calm, and not worry if you don't know the answer. There are plenty of websites that you can use together to help you find the answers to their questions in a factual, honest, age appropriate way.
3. Use everyday opportunities to bring up the topic; things you see on the telly or hear on the radio can be great conversation starters to talk about topics such as relationships, sex and body image. Reading books with your child is also a great way of introducing topics and helping children to understand themselves, their bodies and the world around them.
4. If you do have family names for genitals, ensure your child also knows their scientific names too. Nobody likes to think their child is at risk of abuse, but knowing the correct words for their genitals will help them report abuse if it did ever happen.
5. By showing your child that you are comfortable with them asking you questions now, you are helping to develop a relationship with them where they can seek your advice and support in their adolescent years.
6. SCARF have created a [webpage](#) for parents of children attending a SCARF subscribing school. It provides a list of books and websites that will support both you and your child along with some activities you could do to support their learning.