

# Coram Life Education

## Helping Children Make Healthy Choices



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## What is Relationships 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. Therefore we often refer to it as RSE: Relationships and Sex Education.

Our RSE lessons are a key part of SCARF – our package for schools which provides much more than a PSHE scheme of work. It provides the framework for a whole-school approach to improving children’s wellbeing and progress, based on the five SCARF values: safety(S),caring(C),achievement (A), resilience (R) and friendship (F).

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 (England) RSHP (Scotland) or Science, 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, Sex and Health Education Curriculum, and National Curriculum Science from 2020. In the following pages you will see how our programme builds year on year introducing each theme in an age-appropriate way.

# **Class 1P/1C content**

- Me and my body
- Healthy eating
- Hand washing
- People who keep me safe
- Looking after my friends
- Looking after my environment
- Staying safe indoors & outdoors

## **Sample Learning Activities**

- Discuss things I like/how I feel with visuals.
- Draw a picture of myself identifying features.
- Role play helping a friend/asking for help.
- Practise putting things back where they belong.
- Sorting task using visuals safe/not safe.
- Create a calm area together to encourage relaxation/rest
- Engaging in a positive sleep routine – role play with dolls and teddies

# Class 1S content

**Extending learning from EYFS,  
new content includes:**

- Seasons and change
- Life stages in plants, animals and humans
- Human life stages: Who will I be?
- Same and different
- Looking after my special people
- My feelings

## Sample Learning Activities

- Discuss how the seasons change and what happens.
- Read 'All About Me' book as a class and identify similarities and differences between each other.
- Role-play how you can help your special people at home.
- Draw pictures of a friend. At the bottom of the picture indicate how they can look after that friend or how their friend looks after them.
- Sorting life cycle visuals, for example: baby, child, teenager, adult, old age.

# Class 1B content

**Extending learning from EYFS,  
new content includes:**

- Our special people
- Caring behaviour
- Respecting others
- Surprises and Secrets
- Good or bad touches
- Getting bigger
- Where do babies come from?
- Privacy (including naming genitals)
- Feelings

## Sample Learning Outcomes

- Recognise and name some of the qualities that make a person special to them.
- Team work activities/listening games.
- Discuss differences between surprise and secret – sort to show the difference.
- Discuss privacy using NSPCC 'Underwear Rule' resources.
- Read a book together about getting bigger.
- Using the pair cards, match up the baby animal with its adult equivalent.
- Sing 'Head, shoulders, knees and toes' and identify all external body parts.

# Class 1H content

**Extending on previous learning, new content includes:**

- Feelings and bodies
- Keeping themselves and others safe
- Growing from young to old and how people's needs change
- Bullying or teasing?
- Becoming more independent
- Basic First Aid

## Sample Learning Outcomes

- Identify some of the ways that good friends care for each other.
- Recognise that people's feelings and bodies can be hurt.
- 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.
- Discuss using the toilet independently and privately.

# **Class 2H/2M**

## **Content**

### **Extending on previous learning, new content to include:**

- Bullying including online.
- How our actions/words make others feel.
- Safe and unsafe situations
- Understanding risk
- Consent
- Hygiene and healthy teeth.

### **Sample Learning Outcomes**

- Recognise and describe appropriate behaviour online as well as offline
- Read 'My Mouth is a Volcano' and discuss making the right choices/managing feelings.
- Discuss about feeling unsafe and what we can do
- Visit from school nurse/dentist to discuss healthy teeth and gums.
- Role play asking permission to use a friend's toy and what happens if they say 'no'.

# Class 2B content

Extending on previous learning,  
new content to include:

- Change including bereavement
- Images in the media
- Protecting personal information online
- Different types of relationships
- Healthy/unhealthy relationships (friendships)
- Discrimination/consequences
- Understanding risks
- Making informed choices
- My Body

\* Please see [Appendix 1](#) for additional SRE content.

## Sample Learning Outcomes

- Explain some of the feelings someone might have when they lose something important to them.
- Identify when it is appropriate 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 what we use our body parts for, including, that our genitals help us to make babies when we are older.

# Class 2R content

**Extending on previous learning,  
new content to include:**

- Good and not so good feeling
- Marriage and other relationships
- Consequences of our actions
- Recognise and challenge stereotypes
- Pressure to behave in an unacceptable, unhealthy or risky way and how to resist this.

\*Please see [Appendix 1](#) for additional SRE content.

## Sample Learning Outcomes

- 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.

# Class 2G content

Extending on previous learning,  
new content to include:

- Unhealthy relationships
- Risky behaviour
- Using social media safely
- Types of bullying including homophobic
- Keeping personal information private online

\*Please see [Appendix 1](#) for additional SRE content.

## Sample Learning Outcomes

- 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.

# Class 2W/2A content

**Extending on previous learning,  
new content to include:**

- Body image
- Sharing images online
- Forced marriage
- Internet Safety
- Managing Choice

\*Please see [Appendix 1](#) for additional SRE content.

## 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.