



Newstead Primary School and Foundation
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Relationships and Health Education - 2 Week Consultation.

Newstead Primary has an embedded curriculum for teaching PSHRE (Personal, Social, Health and Relationships Education) using a curriculum called SCARF. As part of this curriculum schools are required to comply with Department for Education's requirements for the teaching of relationships and sex education.

The requirements focus on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships. Learning about the emotional, social and physical aspects of growing up gives children and young people the information, skills and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being. Consequently, relationships, along with health education, is statutory, and form part of the National Curriculum.

The DfE continue to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Where schools provide sex education at key stages 1 and 2, parents have the right to withdraw their child from sex education but not from statutory relationships education, health education or what is taught in the science curriculum.

Newstead Primary PSHRE / RSE lessons are delivered through SCARF lessons. These lessons are delivered sensitively and at an age appropriate level.

The next three pages show the coverage of the 'Growing and Changing' unit in the SCARF curriculum and the relevant Science National Curriculum coverage for each year group.



	Year 1	Year 2	Year 3
SCARF Growing and Changing Unit Coverage	<p>Name major internal body parts</p> <p>Understand some of the tasks required to look after a baby;</p> <p>Identify things they could do as a baby, a toddler and can do now;</p> <p>Identify the people who help/helped them at those different stages.</p> <p>Give examples of what they can do if they experience or witness bullying;</p> <p>Explain the difference between a secret and a nice surprise;</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep</p> <p>Identify parts of the body that are private and names we use for external genitals;</p>	<p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</p> <p>Identify which parts of the human body are private;</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Explain what privacy means;</p> <p>Identify parts of the body that are private.</p> <p>Know that you are not allowed to touch someone's private belongings without their permission;</p>	<p>Identify different types of relationships;</p> <p>Recognise who they have positive healthy relationships with.</p> <p>Understand what is meant by the term body space (or personal space);</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space</p> <p>Rehearse strategies for when someone is inappropriately in their body space</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p>
Science National Curriculum Applicable to RSE	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction</p>



	Year 4	Year 5	Year 6
SCARF Growing and Changing Unit Coverage	<p>Describe some of the changes that happen to people during their lives; Understand how growing can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens</p>	<p>Use a range of words and phrases to describe the intensity of different feelings Explain strategies they can use to build resilience. Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Give examples of how individual/group actions can impact on others in a positive or negative way. Explain the difference between a safe and an unsafe secret; Recognise that some people can get bullied because of the way they express their gender; Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty Identify some products that they may need during puberty and why; (Boys and Girls) Know what menstruation is and why it happens</p>	<p>Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Recognise how the media can sometimes reinforce gender stereotypes; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. Define the word 'puberty' giving examples of some of the physical and emotional changes Know where someone could get support if they were concerned about their own or another person's safety. Identify situations where someone might need to break a confidence in order to keep someone safe. Identify the changes that happen through puberty to allow sexual reproduction to occur; Know that sperm can fertilise an egg to create a baby; Know the legal age of consent and what it means.</p>



<p>Science National Curriculum Applicable to RSE</p>	<p>Not applicable to RSHE</p>	<p>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. They should observe life-cycle changes in a variety of living things. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>	<p>Not applicable to RSHE</p>
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As part of our curriculum review, we would appreciate your views and questions relating to the above information. If you have any questions these can be raised by emailing office@newstead.notts.sch.uk by the 7th July 2026.

Yours sincerely
HR Woodward
 Mrs H Woodward
 Head Teacher / PSHRE Curriculum Lead.

