

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/information-to-share-with-parents-and-carers>

Primary RSE: The Evidence

RELATIONSHIPS AND SEX EDUCATION (RSE) INFORMATION FOR PARENTS

June 2024



OAK LODGE

Aims

This presentation will provide parents with information regarding:

- the school's statutory obligations on Relationships, Sex and Health Education (RSHE)
- the RSHE curriculum – what we will teach the children, how, why and when

Acronyms

- RSHE = Relationships, Sex and Health Education
- RSE = Relationships and Sex Education
- PSHE = Personal, Social, Health and Economic Education

Health Education

Under new Department for Education requirements, as part of their health education children will be taught about:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body – age-appropriate lessons on puberty are now statutory in primary schools under health education requirements

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Relationships Education

Under new Department for Education requirements, as part of their relationships education children will be taught about:

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

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them.

In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect

1. What a positive, healthy, caring, safe relationship looks and feels like
2. How to speak up and get help when a relationship does NOT feel healthy/positive/safe
3. How to make and maintain positive relationships

(Online and offline relationships)

Relationships Education

Under new Department for Education requirements, as part of their relationships education children will be taught about:

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

Online safety needs to be a big focus and may well be a greater focus in the updated curriculum next year

Nearly 1 in 3 children have seen pornography by the age of 11

Revealing Reality report says that 1 in 3 girls were asked to share nude images aged 13 or younger

Science Key Stage 1

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

Science Key Stage 2

- 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

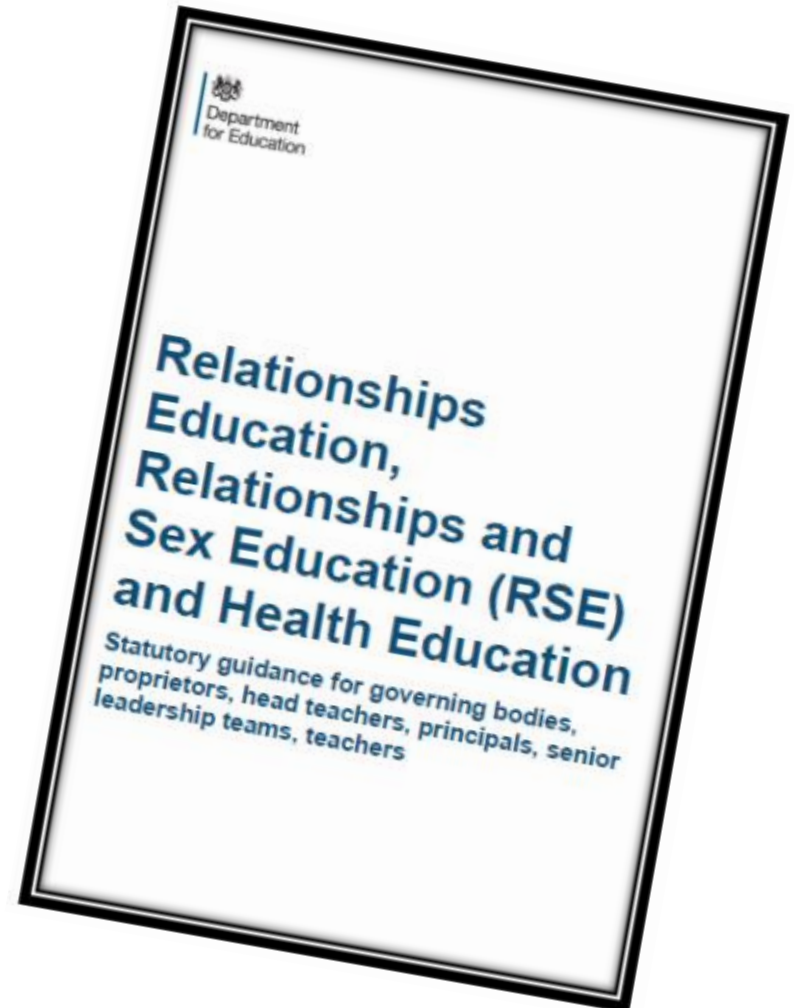
Rationale: statutory requirements

Statutory since September 2020

- It's compulsory for primary schools to teach Relationships Education and Health Education.
- The Department for Education (DfE) also strongly encourage schools to teach Sex Education.

Please see the Oak Lodge policy on our website

New guidance (as discussed recently in the media) is currently still a draft and will be released next academic year



Rationale: the wider context of keeping children safe

Children are now regularly exposed both directly and indirectly to content that relates to relationships, health and sex. Often this content provides mixed messaging and it is not always tailored to reflect the developmental level, understanding and needs of young consumers.

Consider content that children might encounter:

- online
- via social media
- on television and via other media
- via song lyrics
- via siblings, family members and friends

“They grow up so fast!”

“Today, children are being sexualized earlier and earlier, in part because they are exposed to sexual material in movies, television, music and other media earlier than ever.

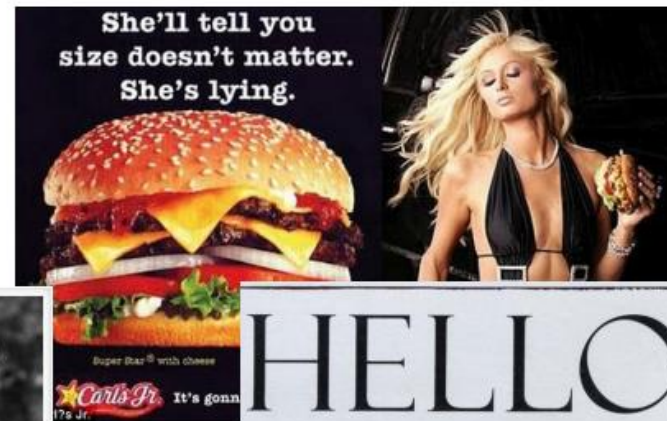
With widespread access to the Internet, curious children may accidentally or intentionally be exposed to millions of pages of material that is uncensored, sexually explicit, often inaccurate, and potentially harmful.

Even if young children can't understand [this content] it can leave a lasting impression.”

Article from Psychology Today

Under the radar? - Advertising

What are the messages in these advertisements? What are our children 'learning' from them?



Under the radar – pre-watershed TV

How many of our children have access to pre-watershed television shows with post-watershed storylines or content? Ofcom has advised broadcasters to be more careful about programmes they show before 9.00pm that could be unsuitable for children.

What impact are streaming services now having on what our children watch and when?



Under the radar – song lyrics

How aware are our children of some of the content and messages in the songs that they listen to?
As parents and carers, how aware are we of this content and the impact it may have on our children?

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

Open up your gates 'cause I can't wait to see the light
And right there is where I wanna stay
'Cause your sex takes me to paradise
Yeah your sex takes me to paradise

Yeah she was worth the money
Lil mama took my cash, and I ain't want it back
The way she bit that rag, got her them paper stacks
Tattoo above her crack, I had to handle that
I was on it, sexy woman, let me shownin'
They be want it two in the mornin'
I'm zonin' in them rosay bottles foamin'
She wouldn't stop, made it drop
shawty did that pop and lock, had to break her off that gwap
Gal was fly just like my glock

Under the radar – song lyrics

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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

Open up your gates 'cause I can't wait to see the light
And right there is where I wanna stay
'Cause your sex takes me to paradise
Yeah your sex takes me to paradise

Bruno Mars

Locked Out of Heaven

Yeah she was worth the money
Lil mama took my cash, and I ain't want it back
The way she bit that rag, got her them paper stacks
Tattoo above her crack, I had to handle that
I was on it, sexy woman, let me shownin'
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Flo Rida Low

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline....children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”

DfE Guidance on Relationships Education, Sex Education and Health Education 2019

Whilst it is important that, as adults with safeguarding responsibilities, we maintain an awareness of some of the hidden risks and threats to our children in respect of age-inappropriate content, wherever it exists, it is also important that we recognise that these risks are an inescapable reality of the world that our children are going to have to grow up and live in.

Effective RSE provision in school and effective partnership between schools and home in respect of this provision can support our children in learning how to adopt positive attitudes to themselves and others; recognise, build and maintain positive relationships; and keep themselves healthy and safe.

At Oak Lodge, we use Coram SCARF to deliver our RSE curriculum

Coram Life Education is the leading UK provider of relationships, health, wellbeing, and drugs education.

This is a spiral curriculum so it revisits prior learning before building upon it each year.



Our half-termly topics for PSHE

For each year group, there are six suggested themed units which provide a complete PSHE and wellbeing curriculum.

They are:

Me and My Relationships

Valuing Difference

Keeping Myself Safe

Rights and Respect

Being My Best

Growing and Changing

KS1 and Y3

SCARF RSE-specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

Reception: 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.

Year 1: 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 bad 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).

Year 2: looks at the process of growing from young to old and how people's needs change; explores the opportunities that increasing independence can bring. Along with this comes the growing need to respect themselves and others and that this respect extends to keeping themselves and others safe.

Year 3: looks at 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.

Reception Class content

- Seasons and change
- Life stages in plants, animals and humans
- Where do babies come from?
- Getting bigger
- Me and my body
- Looking after my special people
- Looking after my friends

Sample Learning Activities

- Role play how you can help your special people at home
- Read a book together about getting bigger
- 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.

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
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep
- Identify parts of the body that are private

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
- Explain that our genitals help us make babies when we are older

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

Learning Journey Growing and Changing Early Years



Children understand that animals and humans change in appearance over time. They use relevant vocabulary such as egg, seed, baby, grow, change, old, and young (and the names for young animals). They make observations and ask questions about living things.

Children are introduced to the basics of human reproduction (not sexual intercourse). They understand that a baby is made by a woman and a man, and grows inside a woman's tummy/womb. They recognise that every family is different and talk about the similarities and differences between themselves and others.

Children notice the similarities and differences between males and females. They begin to play inclusively with their friends, regardless of their sex (if not already doing so). They think differently and more openly about what a family may look like.



Children talk about how babies change as they grow, what they need and how this changes as they grow. They share their own experiences and listen to those of the others.



NURSERY
Girls, boys
and families



RECEPTION
Life stages -
plants,
animals,
humans



RECEPTION
Life stages:
Human life
stage - who
will I be?

Children use the language and describe the different life stages of: baby, child, teenager, adult, older age, and talk about their own experience of growing up.



RECEPTION
Where do
babies come
from?

Children reflect on how they have changed as they have grown. They can explain the differences between babies, children, and adults, and understand that we are all unique.



RECEPTION
Getting bigger

Children learn the names of parts of the body (including reproductive parts) using the correct vocabulary. They can explain which parts of their body are kept private and safe - and why. They know to tell or ask an appropriate adult for help if they feel unsafe.



RECEPTION
Me and my
body - girls
and boys

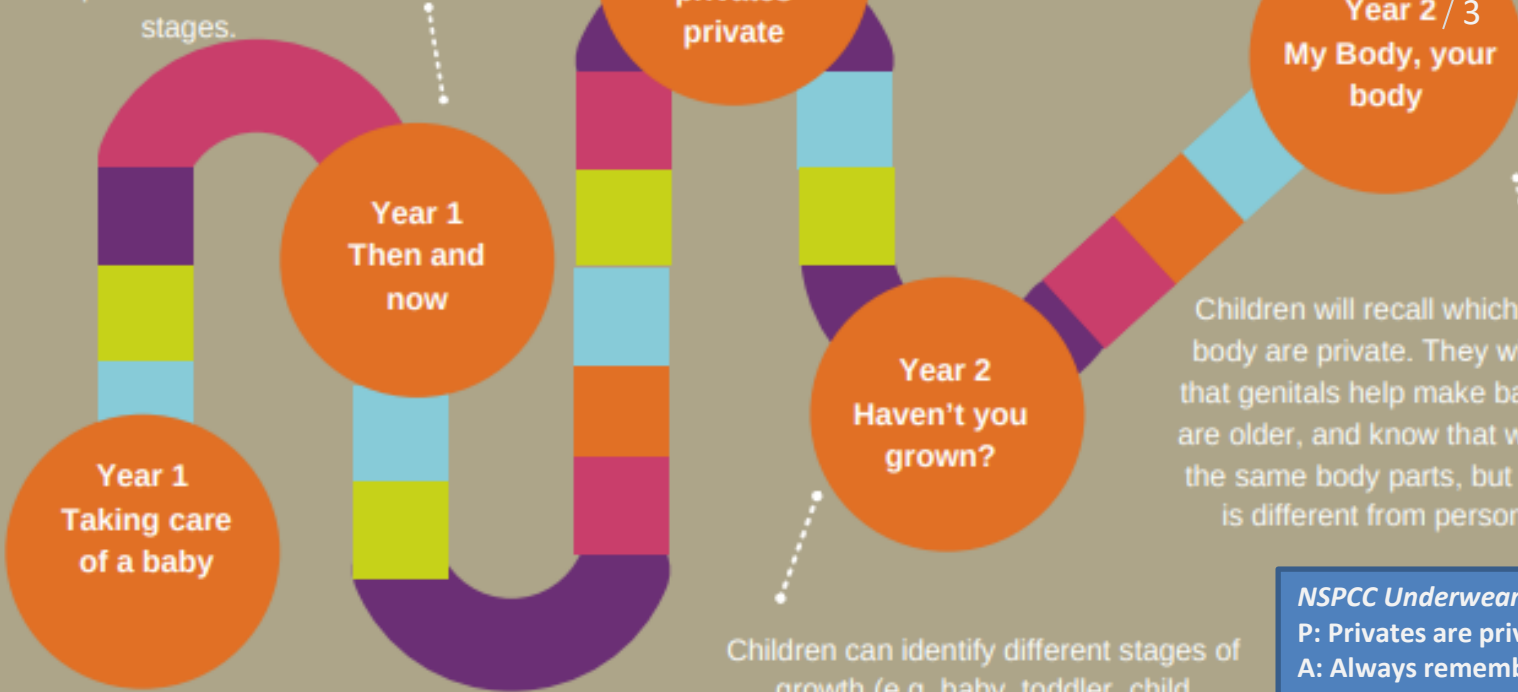
NSPCC
↓
Pantosaurus film

Learning Journey Growing and Changing Key Stage 1



Children will be able to identify parts of the body that are private and ways in which they can be kept private. They can identify people that it's ok to talk to about their private parts.

Children will start to identify things they could do as a baby and toddler as well as things they can do now. They can identify the people who help or helped them at these different stages.



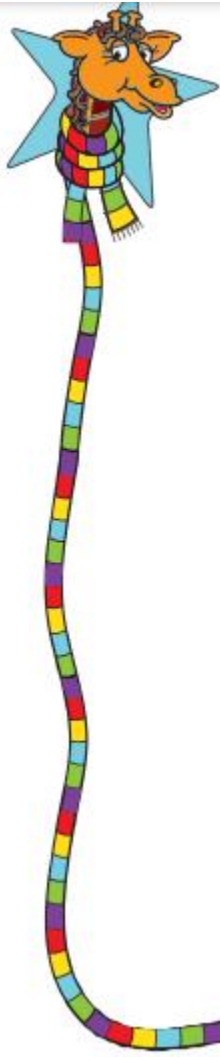
Children will understand some of the tasks required to look after a baby, and how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, and feeding.

Children can identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and describe some of the things that people are capable of at these different stages.

Children will recall which parts of their body are private. They will understand that genitals help make babies when we are older, and know that we mostly have the same body parts, but how they look is different from person to person.

NSPCC Underwear Rule:
P: Privates are private
A: Always remember that your body belongs to you
N: No means no
T: Talk about secrets that upset you
S: Speak up, someone can help

Year 2 / 3 – My body, your body



Activity sheet

My body, your body



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



Y4 - 6

SCARF RSE-specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

Year 4: introduces body changes as they approach and move through puberty; 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.

Year 5: 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; how to keep their personal information private online (and why this is important), and how to use social media safely.

Year 6: builds on and reinforces all the themes of the previous year including managing physical and emotional changes in puberty, conception (sexual intercourse) and birth using cartoon pictures and an animated video, with new content built into the lesson plans looking at: body image and the media and managing pressure online.

Learning Journey Growing and Changing Lower Key Stage 2



Children understand how the onset of puberty can have an emotional as well as physical impact, recognise that this may lead to conflict with parents and learn how to compromise.

Children will explain how human reproduction (not sexual intercourse) occurs, know how and why periods and wet dreams occur, and how to manage both successfully.

**Year 4
My feelings
are all over
the place!**

**Year 4
Preparing for
changes at
puberty**

Children recall that babies come from the joining of an egg and sperm; and are introduced to some puberty changes, including menstruation, using the correct vocabulary.

**Year 4
My changing
body**

**Year 4
All change!**

Children recall parts of the body that males and females have in common and those that are different, using the correct terminology for genitalia, and explain why puberty happens.

Learning Journey Growing and Changing Upper Key Stage 2



Children will increase their vocabulary for the external sexual organs, as well as debunk some of the myths associated with various puberty changes.

Children learn the variety of ways in which a couple can create a family (including through sexual intercourse), and how it can be prevented. They learn the legal age of consent and what it means.

Children apply their knowledge of the various puberty changes, including menstruation, and identify some products that they may need during puberty, and why.

**Year 6
Making babies**

**Year 5
Changing
bodies and
feelings**

Year 6 making babies sexual intercourse content is the part that parents can withdraw children from

**Year 5
Growing up
and
changing
Bodies**

**Year 6
Is this normal?**

**Year 5
Help! I'm a
teenager-
get me out
of here!**

Children will apply their knowledge of the physical and emotional changes experienced during puberty and list strategies that would help someone who felt challenged by these changes.

Children recall that puberty is an emotional as well as a physical change, how and why mood swings occur and how to manage their strong feelings.

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
- 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

Relationships Education and Health Education Policy Puberty

Puberty should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Before the 2020 curriculum change, 25% of girls started their periods before learning about them in school.

Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.

In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products.

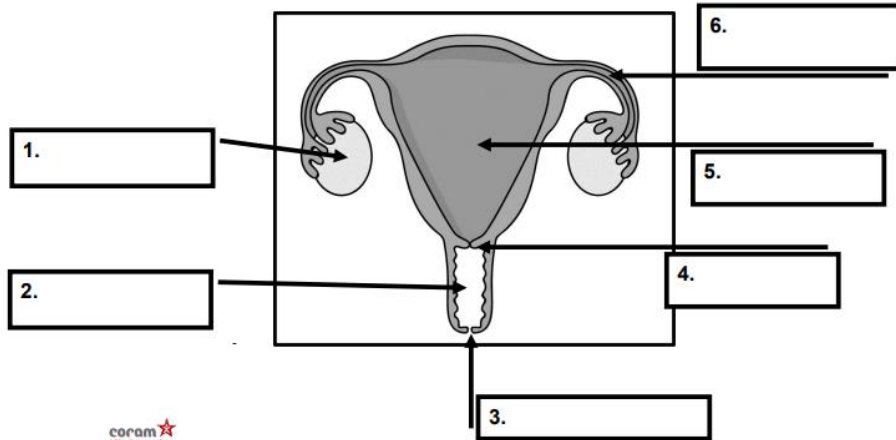
Puberty – years 4 to 6

- Ground rules – respect, maturity, confidentiality.
- Explain about question box
- Describe physical and emotional changes experienced during puberty
- Explain about hygiene
- ‘Agony aunt’ advice activities

Males	Females	Both males and females
Shoulders and chest grow and develop	Periods start- ovaries begin releasing eggs	Increased body hair- arms, legs (darker), armpits, pubic hair (around genitals)
Muscles get bigger	Breasts and nipples grow	body sweats more and smells different
Facial hair grows	Hips get broader	Moods and feelings can change
Chest hair grows	Bones get heavier	Spots/skin/hair- oily/greasy
Penis, testicles and scrotum get bigger		Voices get deeper (more for boys)
		Growth spurt

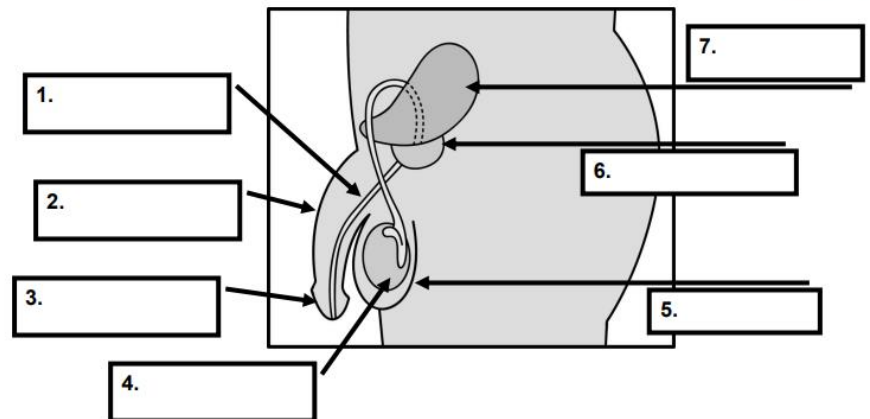
Year 4 resources

Labelling Female Reproductive Organs



*Fallopian tube *Vagina *Ovary *Uterus/womb *Vaginal opening *Cervix

Labelling male reproductive organs



* Bladder *Testicle *Foreskin *Urethra *Penis *Prostate gland *Scrotum

- Year 5 resources

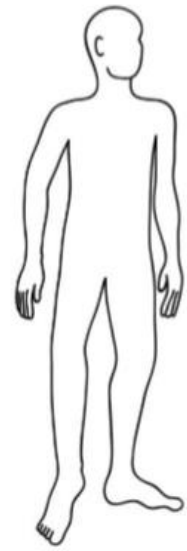
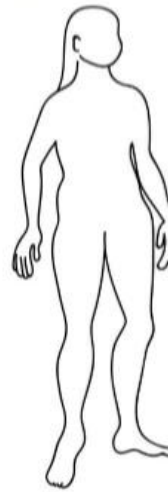


Disposable period products

Menstruation pad (with wings)



Menstruation pads



Tampon with applicator



Tampon without applicator



Reusable period products



Menstruation cup



Wet bag



Washable period pants



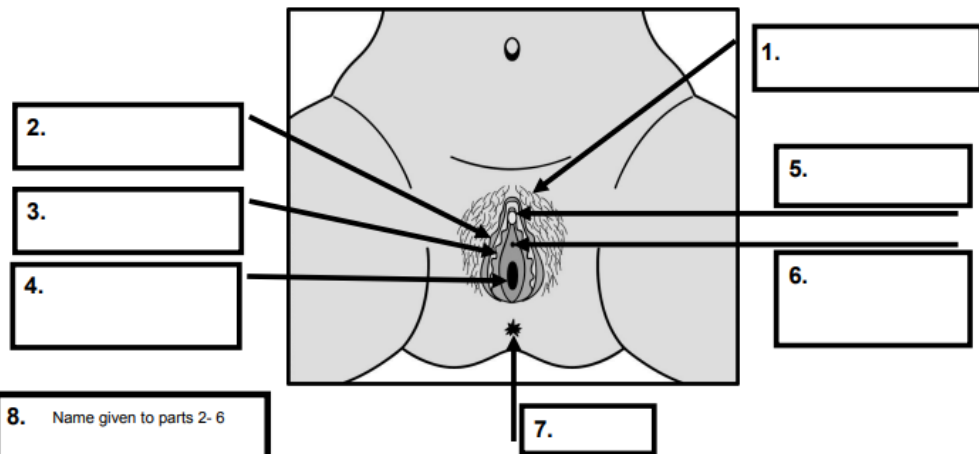
Washable period pads (with wings)

- Year 5 resources

Labelling female external body parts



Can you correctly label the following diagram, using the words in the box below?



8. Name given to parts 2- 6

* Pubic Hair *Outer Lips (labia) *Vaginal Opening * Vulva * Clitoris * *Urinary opening * Anus * Inner Lips (labia)

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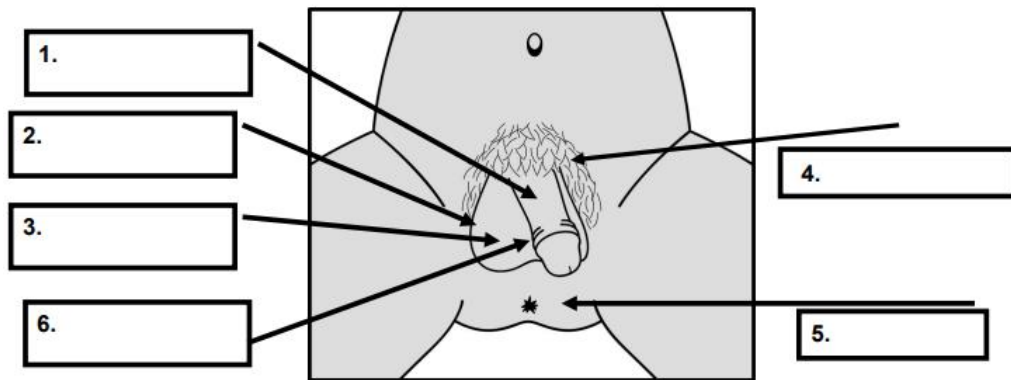
Illustration reproduced with kind Permission from NHS Health First

Worksheet (b)

Labelling male external body parts



Can you correctly label the following diagram, using the words in the box below?

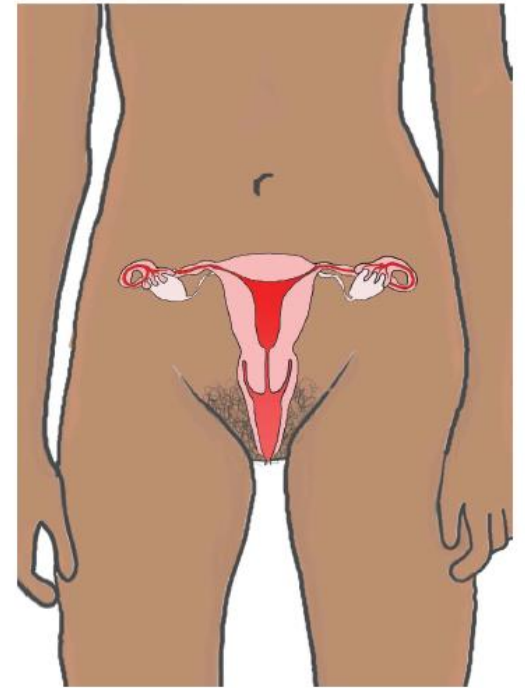
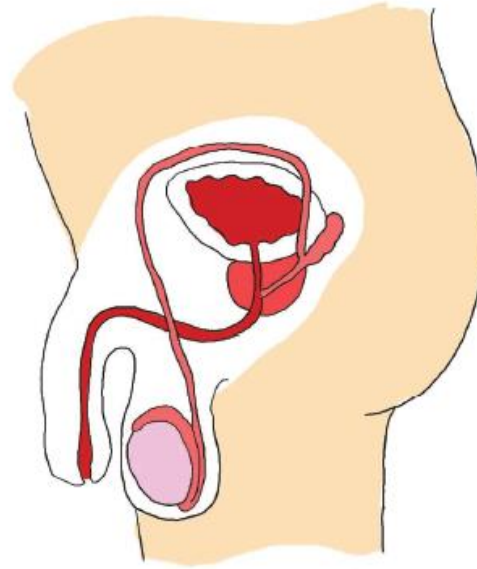
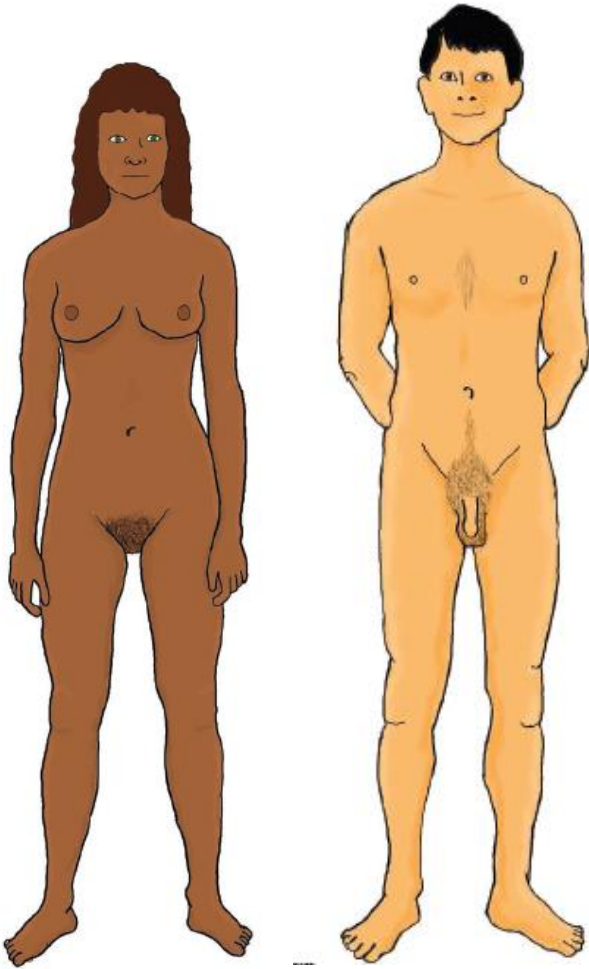


* Pubic hair *Foreskin * Anus * Penis * Testicle * Scrotum

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Illustration reproduced with kind Permission from NHS Health First

- Year 6 resources – puberty



Sex Education – Year 6

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

We believe that children should understand the facts about human reproduction before they leave primary school so that they know about the changes that adolescence brings, and how a baby is conceived and born. In this way we hope children will be prepared for their futures, and we can help to guard against difficulties they might face as a consequence of not knowing this information.

We teach this through both the science and the RSHE curriculums, and have drawn clear distinctions between what is taught in each subject. In year 6, parents have the right to withdraw their child from specific sex education, but not from Science lessons.

Y6 content – How babies are made

Learning objectives

Children will be able to:

- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

Rights to withdraw



Parents do have the right to request that their child is excused from RSE , however this would be for lesson which are deemed to be non-statutory sex education and are not part of National Curriculum Science i.e. ‘how a baby is conceived’ referring to sexual intercourse.

The video used to show ‘how a baby is conceived’ shows the egg being released, then the penis entering the vagina. This is the part that you are allowed to excuse your child from. The children will then join in with the rest of the session after that has been shown.

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/making-babies-1>

Here is a copy of the script that accompanies the film from the previous slide, for your information:

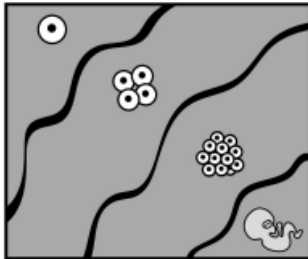
1. Here you can see the female reproductive system. This is situated between the hips.
2. Now we are zooming into one of the ovaries where the eggs are stored.
3. Here is an egg now leaving the ovary and travelling along the fallopian tube very slowly.
4. You can now see the penis entering the vagina, and releasing sperm. This is known as sexual intercourse.
5. In real life sperm doesn't look like a white line but a white liquid. Under a microscope it will look like millions of tadpoles. During sexual intercourse the man releases about 300 million sperm into the vagina.
6. The sperm's job is to swim to the egg where one sperm will enter the egg and fertilise it. Twins can occur when two eggs are released at the same time. This means each sperm will meet an egg each. It's a bit like having a brother or sister being born at the same time as you. You'll be exactly the same age, but you won't look exactly alike. Occasionally the fertilised egg made up of one sperm and one egg splits into two which then creates identical twins.
7. About six days later the fertilised egg, now known as an embryo, travels down the fallopian tube and implants itself into the lining of the womb. This is where the embryo will continue to grow (if the pregnancy continues). Not all pregnancies continue, this is known as a miscarriage, where the embryo leaves the body like a period but being heavier and lasting longer.
8. Eventually around nine months later, the baby is ready to be born. Most babies are born head first and will be born via the vagina. If this is not possible, maybe because the baby is in the wrong position, a caesarean will be carried out where a cut is made to the woman's stomach and womb and the baby will be born this way
9. Here you can see a woman in labour, this is where the body helps to push the baby out using the muscles of the womb, which contract, so the baby can leave the womb, travel through the cervix and down through the vagina and into the world. It will need lots of looking after including cuddles, milk to grow and lots of nappy changes!

Activities – order these images

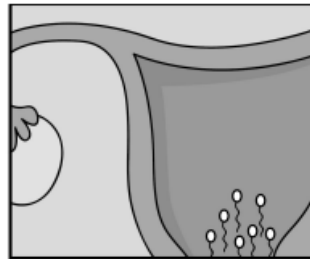
Sorting activity: conception and pregnancy timeline
Cut out the 8 pictures and related text and arrange in the correct order.

coram 
Life Education

SCARF



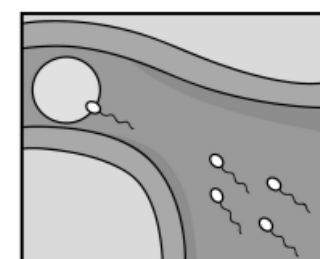
About 1½ days later the fertilised egg (egg and sperm combined) begin to change and grow.



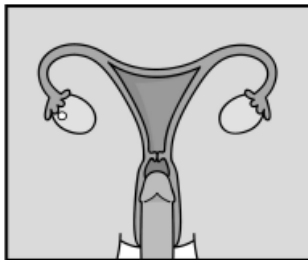
During sexual intercourse the man's penis enters the woman's vagina. He has an orgasm, releasing millions of sperm into her vagina. The sperm swim up the vagina. A few make it right to the fallopian tube, where the egg is.



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 cervix and out through the vagina. This is called the labour.



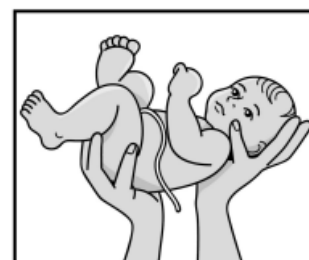
One sperm meets the egg and enters it, beginning the first phase of making a baby. This is called fertilisation.



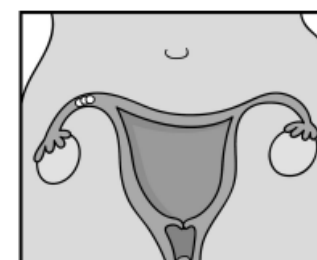
A man and woman have sexual intercourse. All this happens at the time of the month when the woman's body is releasing an egg from the ovary. This is called ovulation.



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 the pregnancy continues).



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



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.

Key points for the children to take away

- Sexual intercourse is legal only for those **aged 16 and over** in a ***consensual*** relationship (meaning both people want to have sexual intercourse /sex).
- If anyone under 16 years old is in a situation where someone (of any age) wants to have sex or wants them to do anything they are uncomfortable with, they should say no and tell a trusted adult (e.g. parent, teacher).
- Not all babies are created through sexual intercourse, and not all babies have a mum and a dad. There are a number of different family structures, including: two mums, two dads, one mum or dad, or a granny and/or grandad, for example.

We are focussing on how a baby is made.


Other areas that will be mentioned in the lessons:

- IVF will be explained as an alternative to sexual reproduction
- Surrogacy and adoption will be discussed
- The age of consent is 16 and what this means
- If birth control or contraception are mentioned, we explain that men and women have a choice about whether to have a baby and you will learn more about this at secondary school.

Parents (and carers) are the **prime educators** for children on ...these matters. Schools complement and reinforce this role...building on what pupils learn at home...

Resources for parents

← → ↻ coramlifeeducation.org.uk/family-scarf

coram 
Life Education

SCARF

About Us ▾ Our Resources ▾ FAQs My SCARF Toolkits ▾ **Parents** Contact Us

SCARF at home activities to do together
Embedding your child's school health and wellbeing learning at home
[Find out more...](#)

Parents and schools together
Useful information about talking with children about sensitive topics
[Find out more...](#)

Help your child be their best
Find out how a growth mindset can develop your child's confidence
[Find out more...](#)

Supporting children's mental health
Targeted support and guidance for specific mental health issues
[Find out more...](#)

Lots of fantastic resources, recommendation,
activities and further reading
No login required



[BBC Teach Operation Ouch](#)



[Amaze Junior](#)



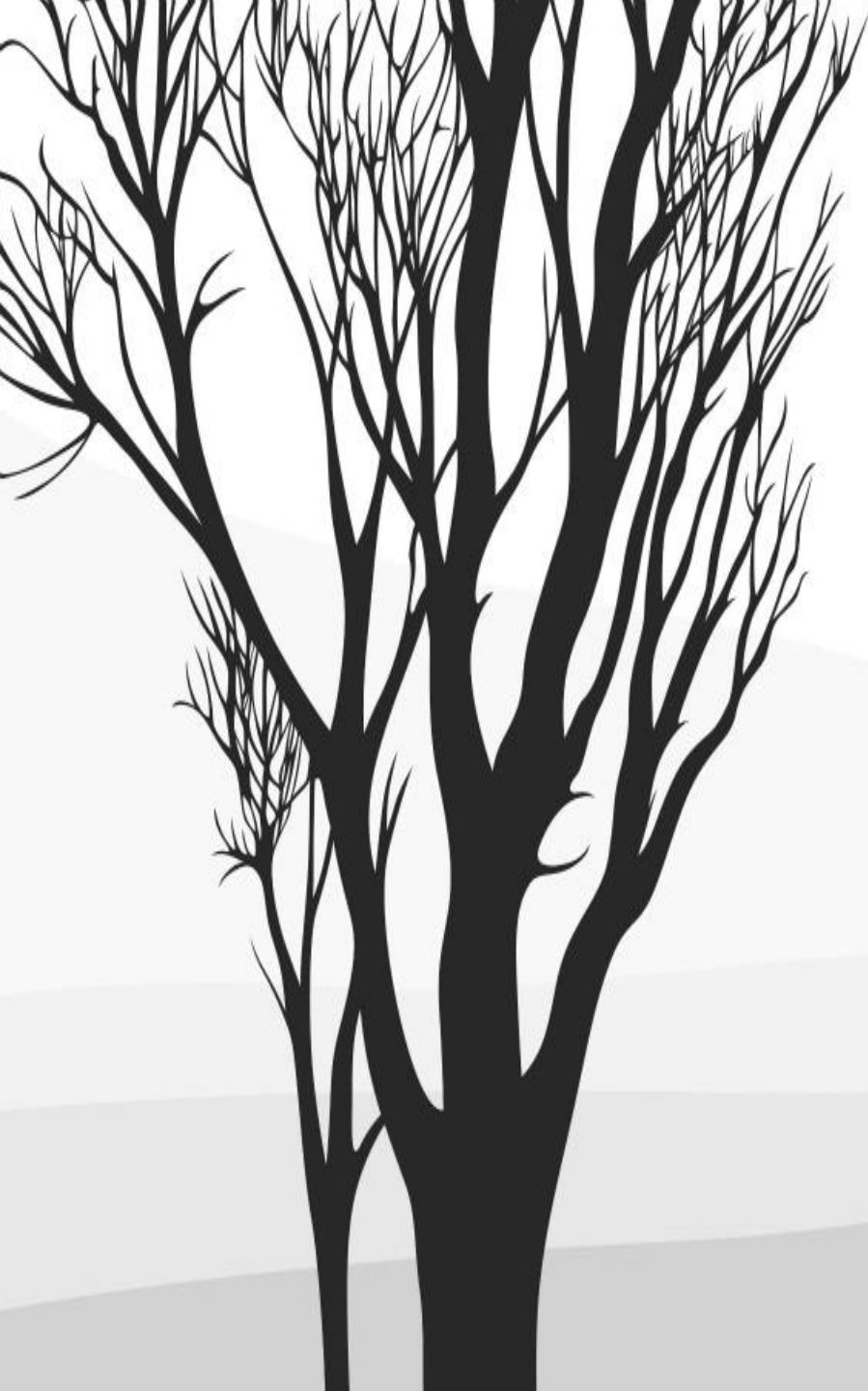
[Sarah Sproule](#)



[Outspoken Sex Ed](#)

CORAM SCARF resources for parents linked to RSE

<https://www.coramlifeeducation.org.uk/rse-for-Y6-and-P7>



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

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