

Relationships and Sex Education Policy

Committee Responsible for Policy: Full Governing Body

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Guidance from Cambridgeshire PHSE Services



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Policy to be reviewed: Every 3 years

Linchfield Community Primary School Relationships and Sex Education (RSE) Policy

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DfE Guidance:

In an increasingly complex world we need to ensure that children and young people know how to be both safe and healthy, able to manage their academic, personal and social lives.

Relationship Education is now a mandatory requirement in all primary schools. All subject content must be taught age and developmentally appropriate.

Definition:

RSE within primary schools aims to teach the fundamental building blocks and characteristics of positive relationships. Specifically, focussed areas should be friendships, family relationships and peer and adult relationships. Children should learn about relationships together with the emotional, social and physical aspects of growing up, human sexuality and sexual health that is delivered in an age appropriate way. Included within this is puberty, how a baby is conceived and born, body ownership and safeguarding.

Section 1 – The Context of Our Sex and Relationship Education Policy

a) Our shared beliefs about RSE

In our school we believe:

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- RSE is an entitlement for all young people. Difference and diversity must be considered when RSE is delivered. Additionally, special education needs, disability, gender, sexual orientation, age, nationality, religion and cultural and linguistic background all affect access to RSE.
- RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is rooted within personal, social and health education (PSHE).
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

b) Entitlements

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements:

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs.
- A well planned, well delivered RSE programme, which is flexible to cater for their changing needs over time.
- Know where and how to access information, support and local services.
- Be informed about issues of confidentiality and how it affects them.
- Have their ideas and views received in a respectful and non-judgemental manner.
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE.
- Contribute their views and ideas in support of the development of RSE for children.

- Professional guidance and support.
- Opportunities to share good practice.
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs.
- A safe and supportive environment for their children.
- Information on how and when RSE is taught.
- Understand their rights and responsibilities in relation to RSE policy and curriculum.
- Be informed about issues of confidentiality and how it affects them and their children.
- Have their views and ideas received in a respectful, non-judgemental manner.

c) The Wider Agenda

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE policy contributes to meeting local and national priorities as described in strategies such as:

- Every Child Matters
- Healthy School Status
- Looked After Children
- Children and Young People's Plan
- National Service Framework for Children, Young People and Maternity Services
- Safeguarding and Child Protection

Section 2 – Our Relationship and Sex Education Policy

a) Introduction

Our work in RSE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidentially engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.

Other school policies/curriculum teaching relevant to our provision of RSE: PSHE and Citizenship, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Computing, Anti-Bullying, Inclusion, Equality, Staff Health and Wellbeing and Healthy Schools.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (DFE 2019). Our policy reflects the view of RSE contained within the Schools White Paper 'The importance of Teaching' (Nov, 2010), that

children need high quality RSE, so they can make wise and informed choices. Our Policy also reflects recommendations from OfSTED and the Sex Education Forum.

We are engaged in the following areas of work, which supports this policy and the delivery of effective RSE: Social and Emotional Aspects of Learning (SEAL) Programme.

Our RSE policy is the responsibility of the governing body and has been developed through discussion with staff by the RSE/PSHE Co-ordinator with the support of the RSE/PSHE governor/Head Teacher and reviewed by staff.

b) Our aims for RSE

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- Develop interpersonal and communication skills.
- Develop positive values and a moral framework that will guide their decisions and behaviour.
- Develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children.
- Respect themselves and others, their views, backgrounds, cultures and experiences.
- Develop loving, caring relationships based on mutual respect.
- Be able to name the parts of the body and understand the process of human reproduction.
- Understand the reasons for, and benefits of, delaying sexual activity.
- Be prepared for puberty and the emotional and physical effects of body changes.
- Understand the attitude and skills needed to maintain their sexual health.
- Recognise and avoid exploitative relationships.
- Value, care for and respect their bodies.
- Access additional advice and support.

c) Delivering our RSE Curriculum

Our Curriculum for RSE (see section 4) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum, DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of RSE will be taught in:

- PSHE through designated lessons, circle time, focused events, health weeks and SEAL.
- Other Curriculum areas, particularly Science, RE and PE.
- Enrichment activities, our assembly programme, SEAL programme, visits, social skills groups, involvement in school trips and adventurous activities and activities carried out as part of our development as a health promoting school.

Specific Units of Work on RSE are planned into our teaching programme every year in single age groups (as described in our PSHE Topic Map). Specific content on Puberty will be taught in Year 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum, for example, we will use single sex groups or small group teaching where this will help us to meet the needs of children more effectively and we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

d) Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice.
- The RSE curriculum will primarily be delivered by class teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE/RSE Co-ordinator.
- The RSE/PSHE Co-ordinator is responsible for reviewing and evaluating RSE at our school. The RSE/PSHE Co-ordinator will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the RSE/PSHE Co-ordinator who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.
- Governors hold responsibility for the RSE policy and will be assisted in monitoring its implementation by the RSE/PSHE Co-ordinator, Head Teacher and staff.

e) Teaching Methodologies

Ground Rules: RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language.
- The asking and answering of personal questions.
- Strategies for checking or accessing information.

Answering questions: We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents/carers or other sources of support, such as health care professionals.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the

classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enables them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

f) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. WE will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- Their level of vulnerability.
- Their needs to learn and demonstrate appropriate behaviour.
- Their needs to develop self-esteem and positive body image.
- The need to involve all staff, including ancillary staff and carers, in policy development, planning and training.
- The management of personal care.
- Clarity about sources of support for pupils.

g) Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning intentions. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- Are consistent with the Curriculum for RSE.
- Relate to the aims and objectives of this policy.
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children.
- Appeal to adults and children.

- Are up-to-date in factual content.
- Are produced by a reputable organisation.
- Do not show unfair bias e.g. towards a commercial product.
- Avoid racial, gender and sexual stereotyping.
- Encourage active and participative learning.
- Conform to the legal requirements for RSE.
- Portray positive role models.

h) Use of Visitors to Support RSE

We believe that RSE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision as they may have the right skills and experience to make a unique contribution. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the RSE/PSHE Co-ordinator/Class Teacher, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the RSE/PSHE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

i) Confidentiality

In our school we have a clear and explicit Child Protection Policy which is shared with staff, pupils and parents/carers. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and

other teaching situations when they are contributing to our planned RSE programme, they will follow the school's confidentiality code when beginning work with them.

1) Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

2) Sexually Active Pupils

There are extremely rare occasions when a primary aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

j) Staff Training

Teaching RSE can be very rewarding but we understand that in order to feel confident, staff need opportunities to develop their knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and where appropriate, arrange training to enable all staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice.

k) Role of Governors

This Policy describes the governors' views on how RSE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the RSE policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the policy is made available to parents.

In order to facilitate this process, the RSE policy will appear annually on the agenda of a governors' meeting.

l) Pupil Participation

We will involve children in the evaluation and development of their RSE in what is appropriate to their age.

- a. We will refer to local/countrywide/national data e.g. Health-Related Behaviour Survey for our school/district.
- b. We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- c. We will encourage children to ask questions as they arise by providing anonymous question boxes.
- d. We will ask children to reflect on their learning and set goals for future learning.
- e. We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

m) Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore we seek to work in partnership by:

- a) Informing parents and carers by letter of forthcoming RSE topics.
- b) Inviting parents to learn more about resources and activities used in RSE.
- c) Making the RSE policy available to parents on request.
- d) Gathering parents' views on the RSE policy and taking these into account when it is being reviewed.
- e) Informing parents and carers about the RSE programme as their child joins the school through the school website.
- f) Providing supportive information about parents' role in RSE.
- g) Inviting parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this policy on request. It will also be available on the school website.

In accordance with statutory guidance from the DfE (Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers), parents and carers have the right to withdraw their children from sex education other than that delivered as part of the science national curriculum, however not from health or relationship education. The school will make alternative arrangements for children whose parents or carers withdraw them, ensuring that the child will receive purposeful and appropriate education.

Any parent or carer who wishes to withdraw their child from sex education should, in the first instance, contact the Head Teacher to discuss the matter, whereby the benefits of receiving this important education and the detrimental effects of withdrawal, will be made clear. Detrimental effects discussed could be social and emotional effects together with the possibility of the child hearing their peers' version of what was taught, rather than what was actually said by the teacher. Following such discussions, permission to withdraw the child will be granted. Parents or carers will be asked to reconfirm their decision to withdraw each time sex education is planned for their child's class/year group.

n) Monitoring, Evaluating and Reviewing our RSE Policy

Monitoring and evaluation of the policy is the responsibility of the governing body. Information will be gathered from the Head Teacher, the RSE/PSHE Co-ordinator and parents to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for RSE' (4a).

- We will reflect on our contribution to the provision of the entitlements for RSE and seek to develop this.
- We will ensure that our programme of RSE is effectively managed and consistently delivered across all classes.
- Staff roles and responsibilities will be made clear to them.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our children.

- The RSE/PSHE Co-ordinator will monitor coverage of the RSE Curriculum to ensure best practice. Staff records, lesson observations, pupil voice and pupils' work will inform the evaluation process.
- Feedback will be provided to all staff on the effectiveness of lessons taking into account, was the lesson intention met, have the needs of all pupils been met, does the teaching need to be modified?

The policy will be formally reviewed every three years. The next review will take place in 2023.

o) Assessment

Assessment is the process by which pupil achievement is measured against the lesson intentions. We will ensure that assessment tasks are built into our scheme of learning. Assessment will take place formerly through marking of work and verbally within lessons through discussions with pupils. This will enable the identification of pupils that may require additional support or intervention.

Assessment for learning will be integral to our assessment process to encourage our children to participate actively in the learning process. This will enable pupils to understand the learning intention, how well they are doing and what they need to do to improve. Staff will share the intentions, objectives and learning outcomes with the children. Pupils will be given opportunities to self-assess against the agreed criteria.

Section 3 – Sensitive issues

a) Puberty

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RSE. Younger children may have an awareness of puberty therefore their questions will be answered appropriately either individually or in a whole class setting. We recognise that it is vital both boys and girls have an understanding of puberty prior to reaching it. We may use single sex groups when addressing particular needs, such as girls' practical need for information about managing periods. We could work with groups of 5 and 6 pupils separately, ensuring appropriate information is supplied at these age groups.

Sensitive arrangements will be put in place for girls who have started menstruating. This shall include provision of sanitary disposal units and discrete availability of 'Add emergency' sanitary protection. Such requests will be managed by staff in a helpful way without embarrassment.

b) Contraception

We recognise that many primary aged children have an awareness of some forms of contraception and have some understanding that adults do not only engage in sexual activity to reproduce. Children may ask direct questions regarding contraception, or may reveal accurate or inaccurate knowledge about contraception whether in conversations with peers or adults. When answering these questions, staff will relate to guidelines in 'Answering Children's Questions relating to RSE'. Questions will be answered in general terms and answers will reflect the responsible choices adults make when deciding to have children. This will facilitate pupil understanding of responsibilities of adult life.

We have decided to address this issue directly in broad terms as part of the taught RSE Curriculum in Year 6. The learning will be set in the context of responsible parenting decisions. Access to or application of contraception will not be included within the learning.

There are extremely rare occasions in primary schools when an adult may become aware that a child's questions regarding contraception derives from his/hers own sexual activity or contemplation of sexual activity. In this situation, the adult will immediately consult the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals.

c) Abortion

We recognise that some children may be aware of abortion and that they may be developing attitudes towards it. They could ask questions about it. In this event, adults will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

d) STIs and HIV/AIDS

We will not teach directly about STIs, however elements of our RSE and Science Curriculum will prepare the ground for this explicit teaching later e.g. by discussing some issues around HIV/AIDS. Discussions will occur around the different ways any disease may spread and steps that a child can take to reduce this. Some children may be aware of STIs or HIV/AIDS and may ask questions about them in relation to RSE or drug education. Adults in school will acknowledge these questions and respond to them on an individual basis, rather than a whole class discussion.

e) Sexual Identity and Sexual Orientation

We understand our responsibility in ensuring that RSE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that RSE is relevant to them and sensitive to their needs. LGBT will be taught discretely, integrated within our RSE curriculum in Year 6. We will not directly teach about sexual orientation, however we acknowledge that many children will have an awareness of both heterosexual and homosexual relationships and may ask questions about these. Questions will be answered factually, in a general manner, seeking to challenge prejudice. Different family arrangements will be discussed, including same sex partners, when considering relationships. Should we encounter homophobic language or attitudes, we will challenge them and incidents of homophobic bullying will be dealt with in accordance with our Anti-Bullying Policy which explicitly refers to homophobic bullying.

Appendices - a) The Entitlement Curriculum for RSE

Early Learning Goals	<ul style="list-style-type: none"> • Find out about and identify some features of living things and objects and events they observe • Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others • Form good relationships with adults and peers • Dress and undress independently and manage their own personal hygiene
PSHE	<div data-bbox="320 510 1380 741"> <p>Myself and My Relationships 1 Beginning and Belonging (NB, GFG)</p> <ul style="list-style-type: none"> • How am I special and what is special about other people in my class? • What have I learnt to do and what would I like to learn next? • How do we welcome new people to our class? • What can I do to make the classroom a safe and happy place? • How can I play and work well with others? • How can I respect the needs of others? • How does my behaviour make other people feel? </div> <div data-bbox="320 741 1380 981"> <p>Myself and My Relationships 2 My Family and Friends - Including Anti-bullying (GOFO, SNTB)</p> <ul style="list-style-type: none"> • Who are my special people and why are they special to me? • Who is my family and how do we care for each other? • What is a friend? • How can I be a good friend? • How do I make new friends? • How can I make up with friends when I have fallen out with them? • How does what I do affect others? • Do I know what to do if someone is unkind to me? </div> <div data-bbox="320 981 1380 1167"> <p>Myself and My Relationships 3 My Emotions (C, R, GTBM)</p> <ul style="list-style-type: none"> • Can I recognise and show my emotions? • Can I recognise emotions in other people and say how they are feeling? • Do I know what causes different emotions in myself and other people? • How do I and others feel when things change? • Do I know simple ways to make myself feel better? • How can I help to make other people feel better? </div>

Citizenship 2

Me and My World

- Who are the people who help to look after me and my school
- How can I help to look after my school?
- How can I help to care for my things at home?
- Where do I live and what are the different places and features in my neighbourhood?
- Who are the people who live and work in my neighbourhood including people who help me?
- How can we look after the local neighbourhood and keep it special for everybody?
- What do animals and plants need to live and how can I help to take care of them?
- What is money and why do we need it?
- How do we save money?

Healthy and Safer Lifestyles 1

My Body and Growing Up

- What does my body look like?
- How has my body changed as it has grown?
- What can my body do?
- What differences and similarities are there between our bodies?
- How can I look after my body and keep it clean?
- How am I learning to take care of myself and what do I still need help with?
- Who are the members of my family and trusted people who look after me?
- How do I feel about growing up?

Healthy and Safer Lifestyles 2

Keeping Safe (Including Drug Education)

- What do I think I have to keep safe from?
- How do I know if something is safe or unsafe?
- Do I understand simple safety rules for when I am at home, at school and when I am out and about?
- Can I say 'No!' if I feel unsure about something and it does not feel safe or good?
- Can I ask for help and tell people who care for me if I am worried or upset?
- Who are the people who help to keep me safe?
- What goes on to and into my body and who puts it there?
- Why do people use medicines?
- What are the safety rules relating to medicines and who helps me with these?

Healthy and Safer Lifestyles 3

Healthy Lifestyles

- What things can I do when I feel good and healthy?
- What can't I do when I am feeling ill or not so healthy?
- What can I do to help keep my body healthy?
- Do I understand why food and drink are good for us?
- Do I understand what exercise is and why it is good for us?
- Do I understand why rest and sleep are good for us?

Key Stage 1 (Year 1/2)

Statutory Science Curriculum	<ul style="list-style-type: none"> that animals, including humans, move, feed, grow and reproduce that humans and other animals can produce offspring and these grow into adults recognize and compare the main external parts of the bodies of humans and other animals recognise similarities and differences between themselves and others, and to treat others with sensitivity 	
Non-statutory PSHE Curriculum most relevant to SRE	<ul style="list-style-type: none"> About the process of growing from young to old and how people's needs change The names of the main parts of the body Rules for, and ways of, keeping safe...and about people who can help them to stay safe 	<ul style="list-style-type: none"> To recognise how their behaviour affects other people To identify and respect the differences and similarities between people That families and friends should care for each other
<p>The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Y1/2. These areas will be covered using the CPPDP Units Sex and Relationships SR1 and SR2. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.</p>		
Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What are the names of the main parts of the body? How can I keep my body clean? How can I stop common illnesses and diseases spreading? How do babies change and grow? What do babies and children need? 	<ul style="list-style-type: none"> What can my body do? How have I changed since I was a baby? What are my responsibilities now I'm older? 	<ul style="list-style-type: none"> Do I understand how amazing my body is? When am I in charge of my actions and my body?
Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.		
Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What are risky situations and how can I keep myself safer? What healthy choices can I make? What are some of the similarities and differences between me and others? Who looks after me and what are their responsibilities? Do I understand what good and bad secrets might be? 	<ul style="list-style-type: none"> Can I name some different feelings? How can I stand up for myself? How can I negotiate to sort out disagreements? Can I describe what a friend is and does? How do I cope when friendships change? 	<ul style="list-style-type: none"> How do my feelings and my actions affect others? Who is in my family and how do we care for each other? Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings?

Key Stage 2 (Year 3/4)

Statutory Science Curriculum	<ul style="list-style-type: none"> that the life processes common to humans and other animals include nutrition, movement, growth and reproduction about the main stages of the human life cycle that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful [for example, in causing disease].
Non-statutory PSHE Curriculum most relevant to SRE	<ul style="list-style-type: none"> To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way About how the body changes as they approach puberty To recognise the different risks in different situations and then decide how to behave responsibly, including....judging what kind of physical contact is acceptable and unacceptable That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view <ul style="list-style-type: none"> That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Y3/4. These areas will be covered using the CPPDP units Sex and Relationships SR3 and SR4. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> How are males and females different and what are the different parts called? What are the main stages of the human life cycle? How do different illnesses and diseases spread and what can I do to prevent this? 	<ul style="list-style-type: none"> Why is it important to keep clean? What am I responsible for now and how will this change? What can I do for myself to stay clean and how will this change in the future? 	<ul style="list-style-type: none"> What can my body do and how is it special? How do parents and carers care for babies? What does it mean to be 'grown up'?
Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.		
Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What risks are there to my safety, my friendships and my feelings? What are some of the different lifestyles and beliefs people have? When might I need to break a promise or tell a secret? What changes have I already experienced and might I experience in the future? 	<ul style="list-style-type: none"> How can I communicate my emotions? How can I cope with difficult emotions? How do I cope when relationships change? 	<ul style="list-style-type: none"> How can I have a healthy lifestyle? How am I changing as I grow up?

Key Stage 2 (Year 5/6)

Statutory Science Curriculum	<ul style="list-style-type: none"> that the life processes common to humans and other animals include nutrition, movement, growth and reproduction about the main stages of the human life cycle that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful [for example, in causing disease]. 	
Non-statutory PSHE Curriculum most relevant to SRE	<ul style="list-style-type: none"> To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way About how the body changes as they approach puberty To recognise the different risks in different situations and then decide how to behave responsibly, including....judging what kind of physical contact is acceptable and unacceptable That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view 	<ul style="list-style-type: none"> That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Y5/6. These areas will be covered using the CPPDP units Sex and Relationships SR5 and SR6. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What are male and female sexual parts called and what do they do? What happens to the bodies of boys and girls when they reach puberty? How can the spread of viruses and bacteria be stopped? What is HIV?* How are babies made? 	<ul style="list-style-type: none"> How can I keep my growing and changing body clean? How can I express my feeling positively as I grow up? What should adults think about before they have a baby? 	<ul style="list-style-type: none"> What influences my view of my body? What are families like? When am I responsible for how others feel?

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What are the different consequences for taking physical, social and emotional risks? What does being healthy mean and what are the benefits? What different kinds of families are there? How are my friendships and relationships changing? 	<ul style="list-style-type: none"> How do I manage strong emotions? How do I recognise how other people feel and respond to them? How can I share my views effectively and negotiate with others to reach agreement? 	<ul style="list-style-type: none"> How can I show respect for different views, lifestyles and beliefs? What can I do when I realise I'm in a bad mood? When am I responsible for my personal safety?

- *ref 'Sex and Relationships' OfSTED 2002 (HMI 433)