



MALDON COURT
PREPARATORY SCHOOL

2a

Relationships and Sex Education Policy

Reviewed by Suzanne Broadbridge and Ashleigh Vaughan - December 2020

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School Aims:

- Children develop a love of learning and come to appreciate the value of their talents and life experiences.
- Children flourish and become enthusiastic and independent learners reaching their full potential through a stimulating, broad curriculum and rich variety of experiences beyond the curriculum.
- Children embrace the traditional values of Kindness, Respect and Courtesy, becoming responsible, independent caring individuals.
- Children are confident happy individuals who are well prepared for their next step in education. This includes 11+, scholarships and entrance to schools with Specialist Status.
- Children are keen to develop the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with difference faiths and beliefs: both in local and wider community.

Contents

Section 1 – Aims

- a) Introduction
- b) Our aims for RSE

Section 2 – Statutory Requirements

Section 3 – Policy Development

- a) Confidentiality
- b) Safeguarding and Child Protection
- c) Sexually Active Pupils
- d) Pupil Participation
- e) Working with Parents/Careers and Our School Community
- f) Responsibilities for Curriculum Delivery and Policy Implementation

Section 4: Definition

Section 5: Curriculum, Delivery and Assessment of RSE

- a) Assessment

Section 6: Inclusion and SEND

Section 7: Teaching Methodologies

- a) Faiths Perspectives
- b) LGBT
- c) Mental Health and Well-Being
- d) COVID-19

Section 8: Sensitive Issues

- a) Puberty
- b) Contraception

- c) Abortion
- d) Sexually Transmitted Infections (STI's) and HIV/AIDS
- e) Sexual Identity and Sexual Orientation

Section 9: Roles and Responsibilities

Section 10: Parental Engagement

Section 11: Training and Monitoring Arrangements

Section 1: Aims

- 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 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 confidently 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.
- We create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.
- We give regular updates of RSE changes to parents. (There is no parental right for them to withdraw).

Other school policies are relevant to our provision of RSE: PSHE and Citizenship, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion and Equality.

This RSE Policy will be made available to staff on the school network and on the school website.

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 'Sex and Relationship Education Guidance' (DfE 2020). 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.

Our RSE policy has been developed through discussion with staff, parents and by the PSHE Co-ordinator with the support of the Headteacher and reviewed by staff. It was discussed and ratified by the Proprietors.

- B i) Our aims for Relationships Education:

- To develop interpersonal and communication skills.

- To develop positive personal values and a moral framework that will guide the children's decisions and behaviour.
- To respect themselves and others, their views, backgrounds, cultures and experiences.
- To develop respectful, caring relationships based on mutuality, reciprocity and trust.
- To develop their ability to keep themselves and others safe, physically and emotionally both on and off line.
- To develop their understanding of a variety of families and how families are central to the wellbeing of children.
- To recognise and avoid coercive and exploitive relationships.
- To explore relationships in ways appropriate to their age and stage of development.
- To value, care for and respect their bodies.
- To build confidence in accessing additional advice and support for themselves and others.

Bii) The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Be able to name the parts of the body and understand the process of human reproduction
- Help pupils develop feelings of self-respect, confidence and empathy
- Respect others, their views, backgrounds, cultures and experiences
- Create a positive culture around issues of sexuality, marriage, stable relationships and family life as a positive environment for bringing up children
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop interpersonal and communication skills
- Develop loving, caring relationships based on mutual respect
- Understand the reasons for and benefits of delaying sexual activity

Section 2: Statutory requirements

As a primary school we must provide relationships education to all pupils as per section 34 and 35 of the Children and Social work act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. We will continue to teach RSE as per the scheme of work available by request from the office.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Maldon Court Preparatory School we teach RSE as set out in this policy.

Section 3: Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- I. Review – coordinators worked together to retrieve all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parents consultation – parents are consulted with what the proposed areas their child will be taught and are also invited to read the RSE policy on the school website, a hard copy is kept in the office and communication of any changes is communicated directly
4. Ratification – once amendments were made, the policy was shared with the Proprietors and ratified

a) Confidentiality:

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers. This Policy is communicated to parents/carers on the School website. 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 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 Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

b) 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 (Mrs E Mason or Mrs K Abrehart).

c) 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.

d) Pupil Participation:

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

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.

- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will ask children to reflect on their learning and set goals for future learning.
- 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.
- The school will support all children who feel withdrawn from any topics discussed.

e) 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. Therefore, we seek to work in partnership with parents when planning and delivering RSE. We will encourage this partnership by:

- Informing parents by letter of forthcoming RSE topics
- Inviting parents to learn more about resources and activities used in RSE
- Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the RSE programme as their child joins the school.
- Providing supportive information about parents' role in RSE

Parents and carers will be given access to this Policy on the school website.

Parents and carers have the right to withdraw their children only from the sex education components but not the relationships curriculum. The school will make alternative arrangements for children whose parents or carers withdraw them from the sex education aspect of the RSE curriculum.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the Head Teacher to discuss the matter. Parents or carers will be asked to reconfirm their decision to withdraw each time RSE is planned for their child's class/year group and a record will be kept.

f) 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. All staff are encouraged to access support from colleagues where necessary.
- 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.
- The PSHE coordinators are responsible for reviewing and evaluating RSE at our school. The PSHE coordinators will report to the Head Teacher in this task.
- School Proprietors and Board of Visitors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the PSHE coordinators, headteacher and staff.
- The School will update parents of any changes to the RSE curriculum. Parents will be consulted in the development and review of the policy. The RSE policy will be published on

the school website, a hard copy in the School Office will be made available and a free copy to anybody who asks for it. There is no parental right to withdraw pupils.

Section 4: Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

Section 5: Curriculum, Delivery and Assessment of RSE

Our Curriculum for RSE (see Appendix 1) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2020), 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 the RSE Curriculum will be taught in:

- PSHE through designated lessons and circle time
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our assembly programme, social skills groups, involvement in school trips and adventurous activities, 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 R/F1/F2/F3/F4/F5/F6. (As described in our PSHE Scheme of Work. Specific content on Puberty will be taught in Form 5 and revisited in Form 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, 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.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RSE curriculum, see Appendices I.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

a) Assessment:

Children self-assess their learning which is completed at the start of every unit, this is then filed in their PSHE books. Teacher assessment is completed and tracked termly and logged.

Section 6: Inclusion and SEND

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.

To ensure the RSE Curriculum meets the needs of all:

- We will not promote one 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 need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff, in policy development, planning and training

- the management of personal care
- clarity about sources of support for pupils.

Section 7: Teaching Methodologies

Ground Rules:

RSE is taught in a safe, non-judgmental 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. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance.

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 enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play or videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

a) Faith Perspectives:

In all schools, when teaching these subjects, the religious backgrounds of all pupils should be taken into account when planning teaching, so that the topics that are included in the content in this guidance are appropriately handled. We comply with the provisions of the Equality Act 2010 under which religion or belief are amongst the protected characteristics.

b) LGBT:

The school ensures the needs of all pupils are appropriately met and that pupils understand that sexual orientation and gender reassignment are amongst the protected characteristics and the

importance of Equality and Respect. All teaching should be sensitive and age appropriate in approach and content.

c) Mental Health and Well-Being:

Please see PSHE Policy.

d) Covid-19- we have started to teach the new curriculum from September 2020.

Section 8: Sensitive Issues

a) Puberty:

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RSE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a Year 4 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents. We may use single sex groups to address needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly, in a helpful way without embarrassment.

b) Contraception:

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6A Answering Children's RSE Questions in the Primary School'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with 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 might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these

questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

d) Sexually Transmitted Infections (STI's) and HIV/AIDS:

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

e) Sexual Identity and Sexual Orientation:

Primary:

We understand our responsibility to ensure 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. We will not teach directly about sexual orientation but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes, we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

Section 9: Roles and responsibilities

The Board of Visitors:

The BOV will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher:

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

Staff:

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher or the RSE coordinators.

Pupils:

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Section 10: Parental Engagement

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed. The Headteacher can grant a request to withdraw a child from sex education in the school other than part of science curriculum.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

Section 11: Training and Monitoring Arrangements

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. – COVID dependent

The delivery of RSE is monitored by Coordinators through:

- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- Teachers will provide feedback on pupils work and also assess children. This information will be used to identify any extra support or intervention needed.

Appendix 1: Curriculum map

	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 	
Age 4-5	<p>The following section gives the questions our children will engage with as part of our planned RSE provision. These areas will be covered using the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.</p>		
	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • Who are the members of my family and trusted people who look after me? 	<ul style="list-style-type: none"> • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? 	<ul style="list-style-type: none"> • What can my body do? • How am I learning to take care of myself and what do I still need help with? • How do I feel about growing up?
	<p>Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.</p>		
	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • Who is my family and how do we care for each other? • Who are the different people who make up a family? • How do I know if something is safe or unsafe? 	<ul style="list-style-type: none"> • How can I be a good friend? • Can I recognise and show my emotions? • Can I recognise emotions in other people and say how they are feeling? • Can I say 'No' if I feel unsure about something and it does not feel safe or good? 	<ul style="list-style-type: none"> • What things are especially important to my family and me? • What do I think I have to keep safe from? 	

Key Stage 1 (Year 1/2)

	<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 • recognise 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 	
<p>on-statutory PSHE Curriculum most relevant to RSE</p>	<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 	<p>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>
<p>The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Year 1/2. 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?
<p>Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.</p>		
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 RSE	<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 RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Year 3/4 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 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 RSE	<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 RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Year 5/6 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?