

# Relationships Education policy

Little Bowden Primary School



<b>Last reviewed on:</b>	September 2024
--------------------------	----------------

<b>Next review due by:</b>	September 2026
----------------------------	----------------

## Context

This Relationships Education Policy must be read in conjunction with our PSHCE Policy.

### 1.1 Relationships Education in our school

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

At Little Bowden, Relationships Education makes a major contribution to fulfilling our school's vision of 'working together to inspire creative, curious independent and resilient learners'. At Little Bowden Primary School, in partnership with parents, the children are the centre of everything we do. We provide a safe and secure environment which encourages a lifelong love of learning through a broad and balanced curriculum. We are passionate about creating happy and confident children who will become caring global citizens. We support children to adopt a healthy, active lifestyle and to feel environmentally responsible. We motivate children to be effective communicators, to develop positive relationships and to have confidence to challenge their own and others' thinking. This is all encapsulated within Relationships and Sex Education (RSE).

### 1.2 Context of Wider PSHCE

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by the 'No Outsiders' programme. At Little Bowden Primary School, we believe in the importance of equality and everybody having the same opportunities. This is modelled by our staff and taught through lessons and other experiences both discretely and explicitly.

As part of our PSHE curriculum, we follow a scheme called No Outsiders. No Outsiders has three core values:

- Respect for diversity through education in schools;
- Commitment to community cohesion through understanding and acceptance of difference;
- Promotion of dialogue to counter fear and hate in society.

The No Outsiders programme involves the use of age-appropriate story books to explore seven of the protected characteristics of the Equality Act 2010.

### 1.3 Intent of Our Relationships Education Curriculum

Through the delivery of Relationships Education, we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

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

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

## 2. Implementing Our Policy

### 2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- 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 and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

### 2.2 Equality

The [Equality Act 2010](#) has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another. We strive to ensure that every child feels valued and represented in our school as a whole and specifically through our Relationships Education provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

We will ensure that our provision of Relationships Education, alongside the 'No Outsiders' programme, is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, equality, marriage, online behaviours, sexuality, discrimination and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference, and enable children to develop skills to do the same.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to build positive communication skills and empathy, we will teach in mixed-sex groups wherever possible. We will offer small single-sex groups where cultural or religious views make children and their families feel uncomfortable in mixed-sex groups. Where teaching in single-sex groups is requested, the needs and wishes of non-binary children will be taken into account.
- We will encourage respect and discourage abusive and exploitative relationships.
- 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.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

## 2.3 Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). *All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.*

## 2.4 Consulting on our Policy

Parents/carers, pupils and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years.

# 3. Involving the Whole School Community

## 3.1 Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

### 3.2 Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHCE lessons.

- *We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.*
- *We will encourage pupils to ask questions as they arise by providing anonymous question boxes.*
- *We will ask pupils to reflect on their learning and set goals for future learning.*
- *We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.*

### 3.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting.

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

### 3.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/carers by newsletter or leaflet of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE
- Inviting parents to learn more about the approach used in Relationships Education and RSE
- Informing parents/carers about PSHCE, Relationships Education and RSE programmes as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in Relationships Education
- Inviting parents to discuss their views and concerns about Relationships Education on an informal basis through drop ins
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.
- The contributions of visitors will be regularly monitored and evaluated.

## 4. Curriculum Organisation

Our Relationships Education Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education will be taught in:

- PSHCE through designated lessons, circle time, focused events, health weeks
- Other curriculum areas, especially Science, English, RE, PE and computing
- Enrichment activities

## 4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all PSHE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

**Ground Rules:** Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education 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.

## 4.2 Relationships and Sex Education (RSE)

### 4.2.1 Our Aims for RSE

We recognise that children learn about relationships and their growing and changing bodies at home and at school. We believe that a partnership between home and school is the most supportive environment for learning in this area. At school children learn about RSE topics through planned lessons, but also through wider provision and our inclusive school environment.

In addition to our broad aims for Relationships Education, in our planned lessons on Relationships and Sex Education we aim to ensure that children:

- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- be prepared for puberty and the emotional and physical effects of body changes, including menstrual wellbeing
- understand the attitudes and skills needed to maintain personal hygiene

### 4.2.2 Our School Context

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at *Y5 and Y6* in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular 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.



### 4.3 Curriculum Materials and Resources

We will primarily use the *Cambridgeshire Primary Personal Development Programme* and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education
- 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, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

### 4.4 Safe and Effective Practice

*In our school we have a clear Confidentiality Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers in the School brochure/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 (taking special care with very young children or those with 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 than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education 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 classes.

**Answering Questions:** We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. *We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. Teacher may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships.*

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

### 4.6 Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used.

*From time to time the PSHCE leader will ask staff to reflect on the effectiveness of learning in particular units of work, using the RAG rating sheets in each unit.*

## 5. Sex Education Policy

### 5.1 Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

### 5.2 Right to be excused from SRE

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Parents have the right to withdraw their children from the components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 6.3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

### 5.3 Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Y5/6.

Y1/2 will learn that human babies grow inside their mothers that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.) This learning is classed as science.

Y3/4 will learn that every human began when a seed from a male and an egg from a female join. They will not yet learn about how egg and sperm join. This learning is classed as Sex Education.

Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age-appropriate detail. They will learn about vaginal birth and caesarean section in age-appropriate ways, reflecting the stories of children and families they know. The children will learn of the existence of contraception – not where to obtain it or how to use it. This learning is classed as Sex Education.

### 5.4 Teaching Methodologies

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. *We will avoid resource-led approaches which rely on worksheets or lengthy audio visual resources.* Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

## 5.5 Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

*Parents/carers will be informed by letter/email/via the school website about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.*

Teachers will be offered support to develop their skills and to learn from others where needed.

## 6. Appendices

### 6.1 Our Relationships Education Curriculum

#### Beginnings of RSE - Foundation Stage (Age 4-5)

##### Early Learning Goals

**Managing Self:** Children can manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

**Self-Regulation:** • Children have an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly, and are able to wait for what they want and control their immediate impulses when appropriate. They give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Building Relationships:** Children work and play cooperatively and take turns with others. They form positive attachments to adults and friendships with peers and show sensitivity to their own and to others' needs.

**Past and Present:** Children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

**People Culture and Communities:** Children describe their immediate environment and can explain some similarities and differences between life in this country and life in other countries. They know some similarities and differences between different religious and cultural communities in this country.

**The Natural World:** Children explore the natural world around them, making observations and drawing pictures of animals and plants. They know some similarities and differences between the natural world around them and contrasting environments. They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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 (CPPDP) Unit BG F My Body and Growing Up.

Knowledge	Skills	Attitudes
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?	What differences and similarities are there between our bodies? How can I look after my body and keep it clean?	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?
The following section gives the Learning Objectives included in the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.		
To describe their own appearance and name external body parts including using agreed names for the sexual parts. To understand ways in which their body has changed since they were a baby. To understand how members of their family and other trusted people care for and look after them.	To recognise similarities and differences between the bodies of girls and boys. To understand ways of looking after their body and keeping it clean.	To understand and value what their bodies can do. To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. To recognise how they feel about growing up.

## RSE Key Stage 1 (Year 1/2)

<b>Statutory Science Curriculum (2014)</b>  Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Y2 notice that animals, including humans, have offspring which grow into adults.  Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<b>Statutory Relationships and Health Education 2020</b>  FP that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.  FP that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.  BS that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  BS how to report concerns or abuse, and the vocabulary and confidence needed to do so.  HP about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.  CAB key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  CAB about menstrual wellbeing including the key facts about the menstrual cycle.	
<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 (CPPDP) Framework for Year 1/2. These areas will be covered using the PDP Units Relationships and Sex Education. Those in <b>bold text</b> are directly linked to the statutory requirements.</p> <p>BS= Relationships Education, Being Safe, FP= Relationships Education, Families and People who care for me, CAB= Health Education, Changing Adolescent Body, HP= Health Education, Health and Prevention.</p>		
<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
<p><b>What are the names of the main parts of the body?</b> BS</p> <p><b>How can I keep my body clean?</b> HP</p> <p><b>How can I avoid spreading common illnesses and diseases?</b> HP</p> <p>What’s growing in that bump? (Science)</p> <p><b>What do babies and children need from their families?</b> FP</p>	<p>What can my amazing body do?</p> <p>How do babies change and grow? CAB</p> <p>How have I changed since I was a baby? CAB</p>	<p><b>Which stable, caring relationships are at the heart of families I know?</b> FP</p> <p><b>When am I in charge of my actions and my body?</b> BS</p> <p><b>What are my responsibilities now I’m growing up?</b> CAB</p>
<p>In the following topics, we cover further areas of statutory Relationships Education. These areas support the learning in RSE: Anti-bullying, Digital Lifestyles, Diversity and Communities, Family and Friends, Managing Change, My Emotions, Personal Safety</p>		

## RSE Key Stage 2 (Year 3/4)

### Statutory Science Curriculum (2014)

Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Y2 notice that animals, including humans, have offspring which grow into adults.

Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Y4 **explore and use classification keys to help group, identify and name a variety of living things**

### Statutory Relationships and Health Education

FP that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

FP that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

BS that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

HP about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.

CAB key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

CAB about menstrual wellbeing including the key facts about the menstrual cycle

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 (CPPDP) Framework for Year 3/4. These areas will be covered using the PDP Units Relationships and Sex Education. Those in **bold text** are directly linked to the statutory requirements.

BS= Relationships Education, Being Safe, FP= Relationships Education, Families and People who care for me, CAB= Health Education, Changing Adolescent Body, HP= Health Education, Health and Prevention

Knowledge	Skills	Attitudes
<p>How are males and females different and what are the different parts called? BS</p> <p>When do we talk about our bodies and who do we talk to? BS</p> <p>What are the main stages of the human life cycle? (Science)</p> <p>How did I begin? (Sex Ed)</p> <p>How do different illnesses and diseases spread and what can I do to prevent this? HP</p>	<p><b>Why is it important to keep myself clean? HP</b></p> <p><b>What am I responsible for now and how will this change? CAB</b></p> <p><b>What can I do for myself to stay clean and how will this change in the future? HP</b></p>	<p>What can my body do and how is it special?</p> <p><b>How different caring, stable adult relationships create a secure environment for children to grow up? FP</b></p> <p><b>What does it mean to be 'grown up'? CAB</b></p>
<p>In the following topics, we cover further areas of statutory Relationships Education. These areas support the learning in RSE: Anti-bullying, Digital Lifestyles, Diversity and Communities, Family and Friends, Managing Change, My Emotions, Personal Safety</p>		

## RSE Key Stage 2 (Year 5/6)

<b>Statutory Science Curriculum (2014)</b> Y4 explore and use classification keys to help group, identify and name a variety of living things. Y5 describe the life process of reproduction in some plants and animals. Y5 describe the changes as humans develop to old age. Y6 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms. Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Y6 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	<b>Statutory Relationships and Health Education</b> FP that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. FP that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. BS that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. HP about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. CAB key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. CAB about menstrual wellbeing including the key facts about the menstrual cycle	
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 (CPPDP) Framework for Year 5/6. These areas will be covered using the PDP Units Relationships and Sex Education. Those in <b>bold text</b> are directly linked to the statutory requirements.		
<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
What are male and female sexual parts called and what are their functions? BS How can I talk about sexual body parts confidently and appropriately? BS What happens to different bodies at puberty? CAB How can I reduce the spread of a wider range of viruses and bacteria? HP What are different ways babies are conceived and born? (Sex Education)	How can I keep my growing and changing body clean? HP What effect might puberty have on feelings and emotions? CAB What should adults think about before they have children? FP	What might influence my view of my body? What are families like? FP Why might people get married or become civil partners? FP When can I take responsibility for how others feel? MW
In the following topics, we cover further areas of statutory Relationships Education. These areas support the learning in RSE: Anti-bullying, Digital Lifestyles, Diversity and Communities, Family and Friends, Managing Change, My Emotions, Personal Safety		

## 6.2 Linked National Documents

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21<sup>st</sup> Century'.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)



## 6.3 Request for Removal

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	