



Cambridgeshire Primary Personal Development Programme Toolkits Relationships and Sex Education

7B RSE Curriculum with Framework References

About this Document

This document has two main audiences. It may be shared with staff and governors to:

- develop understanding of the progression within the school RSE Curriculum
- enable a greater understanding of the breadth of RSE, those elements which are often included in RSE topics and those which are often covered in broader Relationships Education and Health Education
- clarify the overlap between the statutory National Curriculum for Science and the non-statutory guidance for PSHE.
- A version of this document which excludes the teacher facing learning objectives may be found in the Cambridgeshire Relationships Education Policy (document 3A).

RSE in the Primary School Curriculum

Relationships and Health Education

From September 2020 it is statutory for all primary schools, to deliver Health and Relationships Education. The theme of Relationships and Sex Education covers aspects of both of these statutory areas. It also includes non-statutory teaching on sex education.

'The Department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

Curriculum 2014

The School Curriculum

'2.1 Every state-funded school must offer a curriculum which is balanced and broadly based and which:

promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum for Science

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate.'

KS1 Programmes of Study

Y1 Animals, including humans

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

(Non Statutory guidance: Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.)'

Y2 Animals, including humans

- 'notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right

amounts of different types of food, and hygiene.’

(Non Statutory guidance: Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.)

KS2 Programmes of Study

Y4 Living things in their habitats

- ‘explore and use classification keys to help group, identify and name a variety of living things’

(Non Statutory guidance: Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals;.)

Y5 Living things and their habitats

- ‘describe the life process of reproduction in some plants and animals.’

(Non Statutory guidance: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)

Y5 Animal, including humans

- ‘describe the changes as humans develop to old age.’

(Non Statutory guidance: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.)

Y6 Living things and their habitats

- ‘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.’

(Non Statutory guidance: Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. sexual reproduction in animals.)

Y6 Animals, including humans

- ‘recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.’

(Non Statutory guidance: Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.)

Y6 Evolution and inheritance

- ‘recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.’

(Non Statutory guidance: They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of

dogs, and what happens when, for example, labradors are crossed with poodles.)

KS3 Programmes of Study (for reference)

Reproduction

‘reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.’

Foundation Stage (Age 4-5)

Early Learning Goals

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

The following section gives the questions our children will engage with as part of our planned SRE provision. These areas will be covered using the Cambridgeshire Primary Personal Development Programme (CPPDP) Unit My Body and Growing Up BG F.

Knowledge	Skills	Attitudes
<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?

The following section gives the Learning Objectives included in the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.

<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To recognise similarities and differences between the bodies of girls and boys. To understand ways of looking after their body and keeping it clean. 	<ul style="list-style-type: none"> 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 growing up makes them feel.
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Below are questions children will engage with as part of our wider Wellbeing Programme and in other taught areas of PSHE.

Knowledge	Skills	Attitudes
<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)

<p>Statutory Science Curriculum (2014)</p> <ul style="list-style-type: none"> • 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. 	<p>Statutory Relationships and Health Education 2020</p> <ul style="list-style-type: none"> • 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 bold text are directly linked to the statutory requirements.</p>		
<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • What are the names of the main parts of the body? BS • How can I keep my body clean? HP • How can I avoid spreading common illnesses and diseases? HP • What's growing in that bump? (Science) • What do babies and children need from their families? FP 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • What can my amazing body do? • How do babies change and grow? CAB • How have I changed since I was a baby? CAB 	<p style="text-align: center;">Attitudes</p> <ul style="list-style-type: none"> • Which stable, caring relationships are at the heart of families I know? FP • When am I in charge of my actions and my body? BS • What are my responsibilities now I'm growing up? CAB
<p>This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR1 & SR2</p>		
<ul style="list-style-type: none"> • To recognise the main external parts of the bodies of humans, including names for sexual parts. BS • To know how to keep themselves clean. HP • To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. HP • To understand that babies grow inside a female body until they are ready to be born. (Science) • To understand how the needs of babies and young children are met by their families FP 	<ul style="list-style-type: none"> • To describe what their bodies can do. • To know that humans produce babies that grow into children and then into adults. (NC Science Y2) • To consider the ways they have changed physically, socially and emotionally since they were born. (NC Science Y2) 	<ul style="list-style-type: none"> • To understand that not all families are the same, but that love and care should be at the heart of all families FP • To understand that they have responsibility for their body's actions and that their body belongs to them BS • To consider their responsibilities now and compare these with when they were younger. CAB

Key Stage 2 (Year 3/4)

<p>Statutory Science Curriculum (2014)</p> <ul style="list-style-type: none"> • 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 	<p>Statutory Relationships and Health Education</p> <ul style="list-style-type: none"> • 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 	
<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 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.</p>		
Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • How are males and females different and what are the different parts called? BS • When do we talk about our bodies and who do we talk to? BS • What are the main stages of the human life cycle? (Science) • How did I begin? (Sex Ed) • How do different illnesses and diseases spread and what can I do to prevent this? HP 	<ul style="list-style-type: none"> • Why is it important to keep myself clean? HP • What am I responsible for now and how will this change? CAB • What can I do for myself to stay clean and how will this change in the future? HP 	<ul style="list-style-type: none"> • What can my body do and how is it special? • How differnt caring, stable adult relationships create a secure environment for children to grow up? FP • What does it mean to be 'grown up'? CAB
<p>This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR3 & SR4</p>		
<ul style="list-style-type: none"> • To understand the physical differences between males and females BS • To know scientific names for males and female sexual parts and use them confidently BS • To understand times to talk about private body parts and identify trustworthy and approachable adults BS • To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice might be spread and how they are able to reduce this. HP • To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. (Science) • To understand that babies begin when a male seed and female egg join together. (Sex Ed) 	<ul style="list-style-type: none"> • To understand the value of carrying out regular personal hygiene routines HP • To consider who is responsible for their personal hygiene now and how this will change in the future. HP • To consider their responsibilities and how these have changed and how they will change in the future. CAB 	<ul style="list-style-type: none"> • To value and respect their own bodies and understand their their uniqueness • To investigate perceptions of being physically, emotionally and socially 'grown up'. CAB • To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children. FP

Key Stage 2 (Year 5/6)

<p>Statutory Science Curriculum (2014)</p> <ul style="list-style-type: none"> • 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. 	<p>Statutory Relationships and Health Education</p> <ul style="list-style-type: none"> • 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 	
<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 5/6. These areas will be covered using the PDP Units Relationships and Sex Education. Those in bold text are directly linked to the statutory requirements.</p>		
<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • 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) 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">Attitudes</p> <ul style="list-style-type: none"> • 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
<p>This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR5 & SR6</p>		
<ul style="list-style-type: none"> • To confidently identify male and female sexual parts and describe their functions.BS • To know terminology for sexual parts appropriate for use in different situations. BS • To know and understand about the physical changes that take place at puberty and how to manage them. CAB • To understand that physical changes affect people in a variety of ways and at different rates CAB • To understand that safe routines can stop the spread of viruses (including HIV) and bacteria.HP • To know about the facts of the human lifecycle, including sexual reproduction and sexual intercourse. (Sex Ed) 	<ul style="list-style-type: none"> • To know about aspects of personal hygiene relevant to puberty and the implications of these HP • To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.CAB • To have an awareness that there should be a stable, caring relationship in a family to care for children securely.FP 	<ul style="list-style-type: none"> • To understand how the media, families and friends can influence attitudes to their bodies. • To understand that they have some responsibility for the feelings and wellbeing of others MW • To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment FP • To understand and respect people in a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families FP