

## Personal, Social, Health and Citizenship Education Policy (A5)

Scope:	Prep School
Release date:	November 2023
Author:	Assistant Deputy Head Prep School
Reviewer:	Senior Deputy Head Prep School
Approval body:	Board of Directors <i>(Ratified at EdComm Meeting)</i>
Review date:	October 2024

### Linked documents

This policy should be read in conjunction with the

- Safeguarding and Child Protection Policy (A6)
- Prep School Anti-Bullying Policy (A8)
- Prep School Behaviour Policy (A4)
- Curriculum Policy (A3)
- SEND Policy (A2)
- Relationships and Sex Education Policy

### Acronyms

PSHCE	- Personal, Social, Health and Citizenship Education
RSE	- Relationships and Sex Education
SMSC	- Spiritual, Moral, Social and Cultural development

### Availability

This Policy is available to parents and prospective parents online and on request from the School office or Pupil Services Team.

### Summary of update

November 2023	Changes to assembly times and topic
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## Aim

This Policy supports a whole school approach to PSHE and Citizenship (PSHCE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

## Introduction

Personal, Social, Health and Citizenship Education (PSHCE) is fundamental to the development of individual potential in all children. It promotes the spiritual, moral, cultural, emotional, mental and physical aspects of growth. We are committed to helping develop the pupils' skills, knowledge and understanding necessary for them to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Relationships and Sex Education (RSE) is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community. RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE. RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in the PSHCE curriculum. RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making. (Please see our separate RSE policy).

## Statutory Status of Relationships Education and Health Education

This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education\* from September 2020. We will teach these two statutory subjects in the context of our wider Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

*\*Independent schools are not required to teach Health Education, as there is provision for Health Education in the existing curriculum. However we will use the DfE Health Education guidance as an informative support to our provision.*

## Wider Context

Our approach to the teaching of PSHCE supports our duties relating to Keeping Children Safe in Education, Equality Act 2010, SEND, promoting fundamental British Values and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by OfSTED in relation to 'Behaviour and Attitudes' and 'Personal Development'.

## **Duty to Promote Wellbeing**

The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing (as defined in the Children Act 2004) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHCE is a significant part of our response to these duties.

## **National Curriculum**

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

'Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

## **Healthy Schools**

We are committed to developing a 'Healthy School' climate and culture. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, organisation and management and the management of change,
- Inclusive policy development,
- The school ethos, culture, environment, SMSC development, and positive relationships throughout the school,
- Learning and teaching, curriculum planning and resourcing,
- Giving children a voice,
- Provision of and signposting to support services for children,
- Staff health and wellbeing and their continuing professional development (CPD),
- Partnership with parents/carers, the local community, external agencies and volunteers to support pupil health and wellbeing,
- Assessing, recording, monitoring and celebrating outcomes.

## **Our beliefs about PSHCE**

We believe that PSHCE has the power to enhance the health and wellbeing of all children, their families and the whole school community. It has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's aims.

PSHCE helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers and parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.

## **Defining PSHCE**

We will use 'Personal, Social, Health and Citizenship Education' (PSHCE) as an umbrella term for all aspects of practice and learning in our school associated with wellbeing and health. A significant part of our PSHCE provision will be accessed through the planned, taught curriculum. Our PSHCE curriculum is supported by whole school enrichment activities.

Many aspects of our PSHCE provision are statutory from Sept 2020, as part of Relationships Education and Health Education. However, there are other areas which we consider important for our children e.g. Road Safety and Financial Education. These areas are not statutory, but we will teach them in the wider context of our PSHCE provision to meet the needs of our children.

We do not seek to teach Relationships Education and Health Education as separate subjects, but integrated through the topics we cover in our broader PSHCE programme.

## **Intent of our PSHCE Curriculum**

Our aims for PSHCE are:

- To enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships,
- To support the development of resilience, self-esteem, self-efficacy and aspiration,
- To offer accurate and relevant knowledge to support decisions about personal wellbeing and health,
- To explore the relevance of knowledge for personal situations and decision making,
- To offer opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities,
- To offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

# Implementing Policy

## School Aims and Values

This PSHCE policy is set within the wider context of the school's aims and values, which include the following:

- 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 recognises and values their diverse backgrounds and needs,
- We promote pupils' 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, school, work and in the community,
- We prepare our pupils to engage with the challenges of adult life confidently,
- We provide sufficient information and support to enable our pupils to make safer choices,
- We provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively,
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood,
- We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life within a Christian framework,
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated,
- We work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

## **Aims of our PSHCE Policy**

The aim of our PSHCE policy is to ensure quality and consistency in our approach to all aspects of PSHCE in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

The policy aims to:

- Explain the vital role PSHCE plays in the life of the school and in children's learning, within the context of national and local guidance,
- Provide guidance to members of staff in all roles about their responsibilities in relation to PSHCE,
- Ensure that the entire school community understands the role of PSHCE in the ethos of the school,
- Ensure a consistent approach to planning and delivering PSHCE,
- Ensure that children receive an entitlement curriculum with progression and a high-quality experience of teaching and learning,
- Ensure that staff have the knowledge, understanding and skills to deliver the PSHCE curriculum,
- Promote partnership work with parents/carers to support children's learning and development in PSHCE, health and wellbeing,
- Support children's involvement in reviewing and developing work related to PSHCE and Healthy Schools,
- Enable the assessment of children's learning in line with local and national guidance,
- Ensure continuing development as a healthy school,
- Provide guidance about the criteria for selecting and using high quality resources,
- Provide guidance to help ensure the quality of methodology and approaches to teaching and learning in PSHCE,
- Support the PSHCE coordinator in monitoring, reviewing and developing practice.

## **Implementing Our PSHCE Curriculum**

Our PSHE and Citizenship programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

- Myself and My Relationships: including My Emotions, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change,
- Healthy and Safer Lifestyles: including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety),
- Citizenship: including Diversity and Communities, Rights, Rules and Responsibilities and Working Together,
- Economic Wellbeing: including Financial Capability.

The ideas and actions for the lessons primarily originate from the Cambridgeshire Personal Development Programme scheme of work for Foundation stage, Key Stage One and Two. This Scheme provides each year group with appropriate units of work which cover the topics required to meet our aims and objectives.

All members of staff have access to the various units of work contained within the Cambridgeshire Primary Personal Development Programme that are applicable to their classes. These include detailed lesson plans, associated work sheets and website links that are applicable to the age group of the children as well as the topic being explored.

The Senior Deputy Head has access to the full Cambridgeshire Personal Development Programme curriculum and schemes of work. This is a computer-based program that is an updated annual subscription so to keep up to date with the latest trends and problems being faced by children in today's society.

PSHCE is covered in every part of school life, it is given designated curriculum time during which pupils are taught as a class.

See Appendix A for our PSHCE Long Term Plans.

### **Designated Time Allocation**

EYFS                            30 – 40 minutes per week.

Key Stage 1:                40 – 50 minutes per week.

Key Stage 2:                40 – 50 minutes per week.

Assemblies are also given on a weekly basis and often include relevant PSHCE themes, stories, and messages. Assemblies are run as follows:

### **Assemblies**

Monday – Assembly – A different theme each week including current events, PSHCE and School themes.– Star Assembly – celebrating pupil achievements in and out of school.

Friday – Star Assembly – celebrating pupil achievements in and out of school.

Class Assembly

Each class would hold an assembly for parents.

## **Inclusion, Equality and Diversity**

We promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHCE curriculum.

In relation to those with special educational needs, we will review our PSHCE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- Their level of vulnerability,
- Their need to develop assertiveness and their sense of self,
- The need to involve all staff and carers in policy development, planning and training,
- The need for a range of approaches to teaching and learning to ensure they are genuinely inclusive,
- Sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHCE provision. We will achieve this by careful selection of teaching resources, case studies and children's fiction.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that PSHCE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHCE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

## **Fundamental British Values (FBVs)**

We have adopted Ofsted's definition of FBVs which are:

- Democracy,
- The rule of law,
- Individual liberty,
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

FBVs permeate all we do as a school community however the specific teaching and learning of them occurs mainly in PSHE and Religious Education (RE) subject areas. These values are taught in the Citizenship units of work in the Cambridgeshire Personal Development Programme.



## **Confidentiality and Safeguarding**

The delivery of high quality PSHCE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHCE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of Ground Rules specific to PSHCE. Staff will use distancing techniques such as puppets, case studies and children's fiction to make direct talk about home circumstances less likely in a whole class teaching situation.

Adults will ensure that children understand what adults (and their peers) may and may not keep confidential.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

## Curriculum Delivery

### RSE Aims and Objectives

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

- Respect for self,
- Respect for others,
- Responsibility for our own actions,
- Responsibility for our family, friends, school and wider community.

Our Curriculum for RSE (see Appendix B) describes the elements which will be taught. The Curriculum is consistent with the National Curriculum (2014), 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:

- PSHCE through designated lessons, circle time, and focused events,
- Other Curriculum areas, especially Science, English, RE and PE,
- Enrichment activities, especially our assembly programme and involvement in school trips and adventurous activities.

Specific Units of Work on RSE are planned into our teaching programme every year in Rec/P1/P2/P3/P4/P5/P6 (As described in our PSHCE Long Term Plans, see Appendix A). Specific content on Puberty will be taught in Prep 5 and revisited in Prep 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 where this will help us to meet the needs of children more effectively (See Appendix C), 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.

## **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 PSHCE and RSE curriculum will primarily be delivered by class teachers,
- Those delivering PSHCE and RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHCE Co-Ordinator,
- The PSHCE Co-Ordinator is responsible for reviewing and evaluating PSHCE and RSE at our school. The PSHCE Co-Ordinator will report to the Senior Deputy Head Prep School in this task,
- Staff will be assisted in their planning and delivery of the 'Curriculum for PSHCE and RSE' by the PSHCE Co-Ordinator who will, with support, provide lesson plans and activities for colleagues, liaise with PSHCE advisors, plan INSET to meet staff needs and liaise with visitors who support the PSHCE and RSE curriculum.

## **Teaching Methodologies for RSE**

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 from the PSHCE Co-Ordinator.

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

## **Use of Outside Agencies**

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

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

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

Our PSHCE lessons are reinforced and enhanced by bi-annual visits from ChildLine / NSPCC. This comprises of a separate assembly for KS1 and KS2 that enables children to identify several types of abusive behavior. This is then followed up for Year 5 and Year 6 children with a workshop where the subject is looked at in more depth. (This aspect of the curriculum will resume when Covid-19 guidance allows).

## **Equal Opportunities**

All pupils will have access to the information contained within our PSHCE curriculum irrespective of their individual differences.

## **Homework**

This will be set for the pupils as appropriate.

## **Assessment and Recording**

Assessment is based on oral and written feedback from the children and informs future planning.

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

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

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

- We will not promote one lifestyle over another,
- We will not seek to gain consensus but will accept and celebrate difference,
- We will encourage respect and show zero tolerance for 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.

## **Resources**

We will carefully select resources which meet the objectives as laid out in this policy. We will carefully evaluate teacher resources, leaflets, and videos, before using them. We will select resources which:

- Are consistent with the Curriculum for PSHCE and RSE,
- Relate to the aims and objectives of this Policy,
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children,
- Appeal to adults and children,
- Are up to date in factual content,
- are produced by a reputable organization,
- Avoid racial, gender and sexual stereotyping,
- Encourage active and participative learning,
- Conform to the legal requirements for RSE.

## **Confidentiality**

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

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

### **i) Safeguarding and Child Protection**

We recognise that because effective PHSCE and 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.

### **ii) 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.

## **Staff Training**

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

## **Working with Parents/Carers and our School Community**

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

- A. Informing parents and carers by letter or leaflet of forthcoming RSE topics,
- B. Inviting parents to learn more about resources and activities used in RSE,
- C. Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed,
- D. Informing parents and carers about the RSE programme as their child joins the school,
- E. Providing supportive information about parents' role in RSE,
- F. Inviting parents to discuss their views and concerns about RSE on an informal basis.

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

Parents and carers have the right to withdraw their children from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science. They are able to withdraw their children from those elements which fall within the non-statutory guidance for PSHE. The school will make alternative arrangements for children whose parents or carers withdraw them.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the Senior Deputy Head Prep School to discuss the matter. Appendix B will be used to guide the discussion to explain clearly which areas of RSE are statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of RSE to access the leaflet 'RSE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from [www.education.gov.uk](http://www.education.gov.uk).) Parents or carers will be asked to reconfirm their decision to withdraw each time RSE is planned for their child's class.

# Appendix A – Preparatory School PSHCE Long Term Plans

## Preparatory School – PSHCE Long Term Plans

	Reception (Foundation)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	<b>Beginning and Belonging</b> MMR1 BBF  <b>Me and My World</b> Cit2 MWF  <b>Healthy Lifestyles</b> HSL3 HLF	<b>Being &amp; Belonging</b> MMR4 BB12  <b>My Emotions</b> MMR5 ME12  <b>Working Together</b> Cit3 WT12	<b>Rights, Rules &amp; Responsibilities</b> Cit5 RR12  <b>Family &amp; Friends</b> MMR5 ME12  <b>Anti-Bullying</b> MMR7 AB12	<b>Being &amp; Belonging</b> MMR9 BB34  <b>Diversity &amp; Communities</b> Cit7 DC34  <b>Healthy Lifestyles</b> HSL14 HL34	<b>Rights, Rules &amp; Responsibilities</b> Cit8 RR34  <b>Drug Education</b> HSL15 DE34  <b>Anti-Bullying</b> MMR12 AB34	<b>Being &amp; Belonging</b> MMR14 BB56  <b>Healthy Lifestyles</b> HSL21 HL56  <b>My Emotions</b> MMR15 ME56	<b>Family &amp; Friends</b> MMR16 FF56  <b>Financial Capability</b> EW3 FC56  <b>Anti-Bullying</b> MMR17 AB56  <b>Managing Change (part)</b> MMR18 MC56
Spring Term	<b>Family and Friends (inc. Anti-Bullying)</b> MMR2 FFF  <b>My Body and Growing Up</b> HSL1 BGF	<b>Sex &amp; Relationships Education</b> HSL6 SR1  <b>Healthy Lifestyles</b> HSL7 HL12  <b>Family &amp; Friends</b> MMR6 FF12	<b>Sex &amp; Relationships Education</b> HSL10 SR2  <b>Drug Education</b> HSL8 DE12  <b>Digital Citizenship (E-Safety)</b> HSL ES12	<b>My Emotions</b> MMR10 ME34  <b>Working Together</b> Cit6 WT34	<b>Family &amp; Friends</b> MMR11 FF34  <b>Personal Safety</b> HSL16 PS34  <b>Digital Citizenship (E-safety)</b> HSL ES34	<b>Managing Risk</b> HSL18 MR56  <b>Working Together</b> Cit9 WT56  <b>Safety Contexts</b> HSL19 SC56	<b>Personal Safety</b> HSL23 PS56  <b>Drug Education</b> HSL22 DE56  <b>Digital Citizenship (E-Safety)</b> HSL ES56
Summer Term	<b>My Emotions</b> MMR3 MEF  <b>Identities &amp; Diversity</b> Cit1 IDF  <b>Keeping Safe (inc. Drug Education)</b> HSL2 KSF	<b>Managing Risk</b> HSL4 MR12  <b>Safety Contexts</b> HSL5 SC12  <b>Diversity and Communities</b> Cit4 DC12	<b>Financial Capability</b> EW1 FC12  <b>Managing Change</b> MMR8 MC12  <b>Personal Safety</b> HSL9 PS12	<b>Managing Risk</b> HSL11 MR34  <b>Safety Contexts</b> HSL12 SC34  <b>Sex &amp; Relationships Education</b> HSL17 SR4	<b>Sex &amp; Relationships Education</b> HSL13 SR3  <b>Financial Capability</b> EW2 FC34  <b>Managing Change</b> MMR13 MC34	<b>Sex &amp; Relationships Education</b> HSL20 SR5  <b>Diversity &amp; Communities</b> Cit10 DC56  <b>Body Image</b> MMR BI56	<b>Sex &amp; Relationships Education</b> HSL24 SR6  <b>Managing Change (part)</b> MMR18 MC56  <b>Rights, Rules &amp; Responsibilities</b> Cit11 RR56
Additional Units - Enrichment	<b>Life Education: All About Me</b> HSL LEF	<b>Life Education: My Wonderful Body</b> HSL LE1	<b>Life Education: Feelings</b> HSL LE3	<b>Life Education: Meet the Brain</b> HSL LE3	<b>Life Education: It's Great to be Me</b> HSL LE4	<b>Life Education: Friends</b> HSL LE6	<b>Life Education: Decisions</b> HSL LE6

**Key: Healthy & Safer Lifestyles (HSL); Myself & My Relationships (MMR); Citizenship (Cit); Economic Wellbeing (EW); Life Education (LE)**



## Appendix B - The Curriculum for Relationships and Sex Education

### Foundation Stage

	<b>Early Learning Goals</b>	<ul style="list-style-type: none"> <li>• Find out about and identify some features of living things and objects and events they observe</li> <li>• Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others</li> <li>• Form good relationships with adults and peers</li> <li>• Dress and undress independently and manage their own personal hygiene</li> </ul>	
<b>Age 4-5</b>	<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>		
	<p style="text-align: center;"><b>Knowledge (PSHE)</b></p> <ul style="list-style-type: none"> <li>• What does my body look like?</li> <li>• How has my body changed as it has grown?</li> <li>• Who are the members of my family and trusted people who look after me?</li> </ul>	<p style="text-align: center;"><b>Skills (PSHE)</b></p> <ul style="list-style-type: none"> <li>• What differences and similarities are there between our bodies?</li> <li>• How can I look after my body and keep it clean?</li> </ul>	<p style="text-align: center;"><b>Attitudes (PSHE)</b></p> <ul style="list-style-type: none"> <li>• What can my body do?</li> <li>• How am I learning to take care of myself and what do I still need help with?</li> <li>• How do I feel about growing up?</li> </ul>
	<p>Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.</p>		
	<p style="text-align: center;"><b>Knowledge (PSHE)</b></p> <ul style="list-style-type: none"> <li>• Who is my family and how do we care for each other?</li> <li>• Who are the different people who make up a family?</li> <li>• How do I know if something is safe or unsafe?</li> </ul>	<p style="text-align: center;"><b>Skills (PSHE)</b></p> <ul style="list-style-type: none"> <li>• How can I be a good friend?</li> <li>• Can I recognise and show my emotions?</li> <li>• Can I recognise emotions in other people and say how they are feeling?</li> <li>• Can I say 'No' if I feel unsure about something and it does not feel safe or good?</li> </ul>	<p style="text-align: center;"><b>Attitudes (PSHE)</b></p> <ul style="list-style-type: none"> <li>• What things are especially important to my family and me?</li> <li>• What do I think I have to keep safe from?</li> </ul>

## Key Stage 1 (Year 1/2)

Statutory Science Curriculum	<ul style="list-style-type: none"> <li>• that animals, including humans, move, feed, grow and reproduce</li> <li>• that humans and other animals can produce offspring and these grow into adults</li> <li>• recognise and compare the main external parts of the bodies of humans and other animals</li> <li>• recognise similarities and differences between themselves and others, and to treat others with sensitivity</li> </ul>	
Non-statutory PSHE Curriculum most relevant to RSE	<ul style="list-style-type: none"> <li>• About the process of growing from young to old and how people's needs change</li> <li>• The names of the main parts of the body</li> <li>• Rules for, and ways of, keeping safe...and about people who can help them to stay safe</li> </ul>	<p>To recognise how their behaviour affects other people</p> <p>To identify and respect the differences and similarities between people</p> <p>That families and friends should care for each other</p>

The following section gives the questions our children will engage with as part of our planned 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.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>• <b>What are the names of the main parts of the body?</b></li> <li>• How can I keep my body clean?</li> <li>• How can I stop common illnesses and diseases spreading?</li> <li>• <b>How do babies change and grow?</b></li> <li>• What do babies and children need?</li> </ul>	<ul style="list-style-type: none"> <li>• What can my body do?</li> <li>• How have I changed since I was a baby?</li> <li>• What are my responsibilities now I'm older?</li> </ul>	<ul style="list-style-type: none"> <li>• Do I understand how amazing my body is?</li> <li>• When am I in charge of my actions and my body?</li> </ul>

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"> <li>• What are risky situations and how can I keep myself safer?</li> <li>• What healthy choices can I make?</li> <li>• <b>What are some of the similarities and differences between me and others?</b></li> <li>• Who looks after me and what are their responsibilities?</li> <li>• Do I understand what good and bad secrets might be?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I name some different feelings?</li> <li>• How can I stand up for myself?</li> <li>• How can I negotiate to sort out disagreements?</li> <li>• Can I describe what a friend is and does?</li> <li>• How do I cope when friendships change?</li> </ul>	<ul style="list-style-type: none"> <li>• How do my feelings and my actions affect others?</li> <li>• Who is in my family and how do we care for each other?</li> <li>• Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings?</li> </ul>

## Key Stage 2 (Year 3/4)

Statutory Science Curriculum	<ul style="list-style-type: none"> <li>that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</li> <li>about the main stages of the human life cycle</li> <li>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].</li> </ul>	
Non-statutory PSHE Curriculum most relevant to RSE	<ul style="list-style-type: none"> <li>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</li> <li>About how the body changes as they approach puberty</li> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> </ul>

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"> <li><b>How are males and females different and what are the different parts called?</b></li> <li><b>What are the main stages of the human life cycle?</b></li> <li><b>How do different illnesses and diseases spread and what can I do to prevent this?</b></li> </ul>	<ul style="list-style-type: none"> <li>Why is it important to keep clean?</li> <li>What am I responsible for now and how will this change?</li> <li>What can I do for myself to stay clean and how will this change in the future?</li> </ul>	<ul style="list-style-type: none"> <li>What can my body do and how is it special?</li> <li>How do parents and carers care for babies?</li> <li>What does it mean to be 'grown up'?</li> </ul>

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"> <li>What risks are there to my safety, my friendships and my feelings?</li> <li>What are some of the different lifestyles and beliefs people have?</li> <li>When might I need to break a promise or tell a secret?</li> <li>What changes have I already experienced and might I experience in the future?</li> </ul>	<ul style="list-style-type: none"> <li>How can I communicate my emotions?</li> <li>How can I cope with difficult emotions?</li> <li>How do I cope when relationships change?</li> </ul>	<ul style="list-style-type: none"> <li>How can I have a healthy lifestyle?</li> <li>How am I changing as I grow up?</li> </ul>

## Key Stage 2 (Year 5/6)

Statutory Science Curriculum	<ul style="list-style-type: none"> <li>• that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</li> <li>• about the main stages of the human life cycle</li> <li>• 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].</li> </ul>	
Non-statutory PSHE Curriculum most relevant to RSE	<ul style="list-style-type: none"> <li>• 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</li> <li>• About how the body changes as they approach puberty</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> </ul>

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

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

## **Appendix C – 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 particular needs, such as girls' practical need for information about managing periods.

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 discretely, 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**

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 lesbian, gay, bisexual and transgender (LGBT) 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 LGBT, 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.