

## **Appendix A – Fairfield Community Primary School**

### **Relationships and Health Education Curriculum:**

We aim to teach the fundamental building blocks and characteristics of positive relationships with particular references to friendships, family relationships and relationships with other children and adults. Children will also be taught about good physical and mental well-being.

#### **Intent**

At Fairfield, we believe that PSHCE (Personal, Social, Health and Citizenship Education) 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.

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. At Fairfield, 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.

At Fairfield we 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 is accessed through the planned and taught curriculum in PSHCE lessons. Some of the PSHCE curriculum is supported by whole school enrichment activities such as our Route to Resilience work on character muscles and our Protective Behaviours programme.

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. 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 teach Relationships Education and Health Education as separate subjects, but integrated through the topics we cover in our broader PSHCE programme.

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.

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 (MMR):** including My Emotions, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

**Healthy and Safer Lifestyles (HSL):** including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).

**Citizenship (C):** including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.

These themes are taken from the Cambridgeshire Primary Personal Development Programme. We use the resources recommended within it when planning and delivering PSHCE. We focus on the needs of the children and our planned learning objectives, and therefore we carefully select resources which meet these objectives.

***Bold specifics – any writing in bold is non- statutory within the RSE curriculum.***

<b>Year Group</b>	<b>Relationships and Health Specifics taught</b>	<b>Vocabulary</b>	<b>Science Specifics taught</b>
Reception/Four Plus	<p>We teach the statutory Relationship and Health curriculum through the Cambridgeshire Primary Personal Development Programme.</p> <p>In the Reception class children will be taught;</p> <p>MMR Beginning and belonging</p> <ul style="list-style-type: none"> <li>• Being special</li> <li>• Setting goals</li> <li>• Working together</li> </ul>	<p><u>Feelings/relationships</u></p> <p>Range of feelings words e.g. <i>happy, pleased, calm, sad</i></p> <p>baby, child, girl, boy</p> <p><u>Body parts and processes</u></p>	<p><u>In Understanding The World</u></p> <p>Children develop an understanding of growth, decay and changes over time. Children look closely at similarities, differences, patterns and change. Children make observations of animals and plants, and explain why some things occur and talk about changes.</p> <p>ELG</p>

	<p>MMR Family and Friends</p> <ul style="list-style-type: none"> <li>• Families and other special people</li> <li>• Developing friendship skills</li> </ul> <p>MMR Emotions</p> <ul style="list-style-type: none"> <li>• Understanding feelings</li> <li>• Managing feeling</li> </ul> <p>HSL My body and growing up</p> <ul style="list-style-type: none"> <li>• Understanding our bodies (name external body parts using agreed names for sexual parts)</li> <li>• Keeping clean</li> <li>• People who care for me</li> <li>• Growing up</li> </ul> <p>HSL Healthy life styles</p> <ul style="list-style-type: none"> <li>• Staying healthy</li> <li>• Healthy eating</li> <li>• Exercise, physical activity</li> <li>• Choosing a healthy lifestyle</li> </ul> <p>HSL Personal safety</p> <ul style="list-style-type: none"> <li>• Identifying trusted adults</li> <li>• Assessing risk</li> <li>• Out and about</li> <li>• Personal safety</li> <li>• Road safety</li> <li>• Drug education – how to be safe with medicines</li> </ul> <p>C Identities and diversity</p> <ul style="list-style-type: none"> <li>• Valuing difference</li> <li>• Our beliefs and ways of life</li> </ul>	<p>size shape range of simple external body parts e.g. <i>hands, head, arms, face, mouth, teeth etc.</i></p> <p><u>Protective Behaviours</u> penis, vagina, anus, early warning signs</p> <p><u>Other</u> Healthy Exercise Safety Risk</p>	<p>Children know about similarities and differences in relation to living things. They make observations of animals and explain why some things occur, and talk about changes.</p> <p><u>Themes</u> Through our themes we introduce basic body parts. We also look at how we change from a baby to an adult and look at the life cycles of some common animals.</p> <p><u>In Physical Development, Health and Self-Care</u> Children observe the effects of activity on their bodies. Children eat a healthy range of foodstuffs and understand that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. Children show an understanding of the need for safety when tackling new challenges, and considers and manages some risks. Children show an understanding of how to transport and store equipment safely. Children practices some appropriate safety measures without direct supervision.</p> <p>ELG: Children know the importance for good health of physical exercise, and a healthy diet and can 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.</p>
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	<p>C Me and My World</p> <ul style="list-style-type: none"> <li>• At school</li> <li>• At Home</li> <li>• In the Neighbourhood</li> <li>• Caring for living things</li> <li>• Financial capability</li> </ul>		<p><u>In PSED – Making Relationships</u>  Children can demonstrate friendly behaviour, initiate conversations and forming good relationships with peers and familiar adults.  Children can show sensitivity to others' needs and feelings and form positive relationships with adults and other children. Children understand that own actions affect other people</p> <p>ELG  Children play co-operatively, taking turns with others.  They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.  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.</p>
<p>Year 1</p>	<p>We teach the statutory Relationship and Health curriculum through the Cambridgeshire Primary Personal Development Programme.</p> <p>Year 1 children will be taught;</p> <p>MMR Beginning and belonging</p> <ul style="list-style-type: none"> <li>• Making the classroom safe</li> <li>• Building relationships</li> <li>• Coping with new situations</li> <li>• Sources of support</li> </ul> <p>MMR Emotions</p> <ul style="list-style-type: none"> <li>• Understanding and managing feeling</li> <li>• Getting support</li> <li>• Calming and relaxing</li> </ul>	<p><u>Feelings/relationships</u>  Same, similar, different, unique, special, responsibility</p> <p><u>Body parts and processes</u></p> <p>Birth, death, range of more specific external body parts e.g. <i>stomach, chest</i></p> <p><u>Other</u>  Male, female, man, woman, teenager, adult</p> <p>Senses- Tongue/ Taste, Nose/Smell, Eyes/Vision, Skin/ Touching, Ears/ Hearing.</p>	<p><u>Animals including humans (Spring 1):</u>  Children should be taught to - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b><u>Non-statutory guidance</u></b>  <b>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.</b></p>

	<ul style="list-style-type: none"> <li>• Being assertive</li> <li>• Problem solving</li> </ul> <p>MMR Anti-bullying</p> <ul style="list-style-type: none"> <li>• Defining bullying</li> <li>• Causes and types of bullying</li> <li>• How bullying makes us feel</li> <li>• Responding to bullying</li> <li>• Supporting others</li> <li>• Creating safe environment</li> </ul> <p>HSL Healthy life styles</p> <ul style="list-style-type: none"> <li>• Staying healthy</li> <li>• Healthy eating</li> <li>• Exercise, physical activity</li> <li>• Choosing a healthy lifestyle</li> </ul> <p>HSL Personal safety</p> <ul style="list-style-type: none"> <li>• Identifying trusted adults</li> <li>• Using our senses</li> <li>• Safety rules</li> <li>• Bodies</li> <li>• Touches</li> <li>• Secrets</li> <li>• Assessing risk</li> <li>• Assertiveness</li> <li>• What, when, who and how to tell</li> </ul> <p>HSL Relationship &amp; Sex education</p> <ul style="list-style-type: none"> <li>• be able to recognise names for the main external parts of the body.</li> <li>• be able to name the sexual parts using colloquial and occasionally scientific words.</li> <li>• be able to describe what their bodies can do and understand how amazing their body is.</li> <li>• show some understanding that their body belongs to them.</li> </ul>	<p>Head, Knees, Hair, Eyes, Mouth, Elbow, Teeth, Face, Neck, Arms.</p> <p><u>Protective Behaviours</u> penis, vagina, anus, early warning signs</p>	
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	<ul style="list-style-type: none"> <li>• be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease.</li> </ul> <p>C working together</p> <ul style="list-style-type: none"> <li>• Recognising and developing strengths and skills</li> <li>• Developing communication skills</li> <li>• Developing group work skills</li> <li>• Applying communication and group work skills</li> <li>• Evaluating communication and group work skills</li> </ul> <p>C Rights, Rules and Responsibilities</p> <ul style="list-style-type: none"> <li>• Responsibilities</li> <li>• Understanding and developing rules</li> <li>• Democracy and decision making</li> </ul>		
Year 2	<p>We teach the statutory Relationship and Health curriculum through the Cambridgeshire Primary Personal Development Programme.</p> <p>Year 2 children will be taught;</p> <p>MMR Family and friends</p> <ul style="list-style-type: none"> <li>• Developing friendship skills</li> <li>• Valuing difference</li> <li>• Families and other special people</li> <li>• Getting support</li> </ul> <p>MMR Managing change</p> <ul style="list-style-type: none"> <li>• Recognising and understanding change</li> <li>• Coping with emotions in loss and change situations</li> </ul> <p>MMR Anti-bullying</p> <ul style="list-style-type: none"> <li>• Defining bullying</li> <li>• Causes and types of bullying</li> <li>• How bullying makes us feel</li> <li>• Responding to bullying</li> </ul>	<p><u>Feelings/relationships</u> Same, similar, different, unique, special, responsibility</p> <p><u>Body parts and processes</u></p> <p>Birth, death, range of more specific external body parts e.g. <i>stomach, chest</i></p> <p><u>Other</u> Male, female, man, woman, teenager, adult, offspring, babies, young, grow, change, adults, older/younger, baby/toddler/child/teenager, <b>reproduction</b>, life cycles</p> <p>Senses- Tongue/ Taste, Nose/Smell, Eyes/Vision, Skin/ Touching, Ears/ Hearing.</p>	<p><u>Animals, including humans (Autumn 1)</u> Pupils should be taught to - notice that animals, including humans, have offspring which grow into adults.</p> <p><b>Non-statutory guidance - The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, caterpillar, pupa, butterfly. Growing into adults can include reference to baby, toddler, child, teenager, adult. The focus at this stage should be on helping 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.</b></p>

	<ul style="list-style-type: none"> <li>• Supporting others</li> <li>• Creating safe environments</li> </ul> <p>HSL Drug education and keeping safe</p> <ul style="list-style-type: none"> <li>• Drug types and effects</li> <li>• Medicines</li> <li>• Other substances</li> <li>• Risk, Influences and support</li> </ul> <p>HSL Managing safety and risk</p> <ul style="list-style-type: none"> <li>• Risky situations</li> <li>• Reactions to risk</li> <li>• Strategies in risky situations</li> <li>• Receiving and giving help</li> </ul> <p>HSL Safety contexts</p> <ul style="list-style-type: none"> <li>• Safety contexts</li> <li>• Preventing accidents</li> </ul> <p>HSL Relationship &amp; sex education</p> <ul style="list-style-type: none"> <li>• be able to recognise babies, children and adults of different ages and put them into age order.</li> <li>• understand that human babies grow inside their mothers.</li> <li>• be able to describe the main physical developments which take place in early childhood.</li> <li>• be able to describe some of the changes in responsibilities and expectations during early childhood.</li> <li>• understand the basic needs of babies.</li> <li>• understand how dependent a baby is on parents to provide its basic needs.</li> </ul> <p>C Diversity and community</p> <ul style="list-style-type: none"> <li>• Exploring my identity</li> <li>• Valuing difference</li> <li>• Exploring my community</li> <li>• Caring for the environment animals and plants</li> </ul>	<p>Head, Knees, Hair, Eyes, Mouth, Elbow, Teeth, Face, Neck, Arms.</p> <p><u>Protective Behaviours</u> penis, vagina, anus, early warning signs</p>	<p><u>Growing plants (Summer 1)</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> observe and describe how seeds and bulbs grow into mature plants</li> <li><input type="checkbox"/> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b><u>Notes and guidance (non-statutory)</u></b> <b>Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</b> <b>Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.</b></p>
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<p>Year 3</p>	<p>We teach the statutory Relationship and Health curriculum through the Cambridgeshire Primary Personal Development Programme.</p> <p>Year 3 children will be taught;</p> <p>MMR Beginning and belonging</p> <ul style="list-style-type: none"> <li>• Making the classroom safe</li> <li>• Building relationships</li> <li>• Coping with new situations</li> <li>• Sources of support</li> </ul> <p>MMR Emotions</p> <ul style="list-style-type: none"> <li>• Understanding and managing feeling</li> <li>• Understanding and managing the Impact of feelings</li> <li>• Concentrating on one emotion</li> <li>• Getting support</li> <li>• Impact of feelings on actions</li> <li>• Calming and relaxing</li> <li>• Being assertive</li> <li>• Problem solving</li> </ul> <p>MMR Anti-bullying</p> <ul style="list-style-type: none"> <li>• Defining bullying</li> <li>• Causes and types of bullying</li> <li>• How bullying affects us</li> <li>• Responding to bullying</li> <li>• Supporting others</li> <li>• Creating safe environments</li> </ul> <p>HSL Healthy life styles</p> <ul style="list-style-type: none"> <li>• A balanced healthy lifestyle</li> <li>• Physical activity</li> <li>• Healthy eating</li> <li>• Dental hygiene</li> <li>• Making healthy choices</li> </ul>	<p><u>Feelings/relationships</u> Love, dependent, independent</p> <p><u>Body parts and processes</u> Breast, nipple, anus, scrotum Differences between male and female</p> <p><u>Protective Behaviours</u> penis, testicles, testes, vagina, anus, breasts, early warning signs</p> <p><u>Other</u> Toiletries, bacteria, infection, hygiene</p> <p>Skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints</p> <p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water,</p>	<p><u>Animals including humans (Autumn 2)</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>- identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Notes and guidance (non-statutory)</b> <b><i>Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.</i></b></p> <p><u>Plants (Summer 1)</u> Pupils should be taught to - observe and describe how seeds and bulbs grow into mature plants</p> <p><b>Notes and guidance (non-statutory)</b></p>



	<p>HSL Personal safety</p> <ul style="list-style-type: none"> <li>• Identifying trusted adults</li> <li>• Using our senses</li> <li>• Safety rules</li> <li>• Bodies</li> <li>• Touches</li> <li>• Secrets</li> <li>• Assessing risk</li> <li>• Assertiveness</li> <li>• What, when, who and how to tell</li> </ul> <p>HSL Relationship &amp; Sex education</p> <ul style="list-style-type: none"> <li>• be able to give a list of the main external parts of male and female bodies and may use some scientific names for these.</li> <li>• be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female.</li> <li>• be able to give several examples of the capabilities of their own bodies.</li> <li>• be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things.</li> <li>• be able to look forward to new areas of responsibility for their personal hygiene.</li> <li>• be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness.</li> </ul> <p>C working together</p> <ul style="list-style-type: none"> <li>• Recognising and developing strengths and skills</li> <li>• Developing communication skills</li> <li>• Developing group work skills</li> <li>• Applying communication and group work skills</li> <li>• Evaluating and feedback skills</li> </ul>		<p><b><i>Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</i></b></p>
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	<p>C Rights, Rules and Responsibilities</p> <ul style="list-style-type: none"> <li>• Responsibilities</li> <li>• Understanding and developing rules</li> <li>• Democracy and decision making</li> </ul>		
Year 4	<p>We teach the statutory Relationship and Health curriculum through the Cambridgeshire Primary Personal Development Programme.</p> <p>Year 4 children will be taught;</p> <p>MMR Family and friends</p> <ul style="list-style-type: none"> <li>• Developing friendship skills</li> <li>• Valuing difference</li> <li>• Families and other special people</li> <li>• Getting support</li> </ul> <p>MMR Managing change</p> <ul style="list-style-type: none"> <li>• Identifying changes</li> <li>• Recognising emotions in loss and change situations</li> <li>• Coping with loss and change</li> <li>• Planning for change</li> </ul> <p>MMR Anti-bullying</p> <ul style="list-style-type: none"> <li>• Defining bullying</li> <li>• Causes and types of bullying</li> <li>• How bullying makes us feel</li> <li>• Responding to bullying</li> <li>• Supporting others</li> <li>• Creating safe environments</li> </ul> <p>HSL Drug education and keeping safe</p> <ul style="list-style-type: none"> <li>• Drug types and effects</li> <li>• Medicines</li> <li>• Other substances</li> <li>• Risk, Influences and support</li> </ul>	<p><u>Feelings/relationships</u></p> <p>Love, dependent, independent</p> <p><u>Body parts and processes</u></p> <p>Breast, nipple, anus, scrotum Differences between male and female</p> <p><u>Protective Behaviours</u></p> <p>penis, testicles, testes, vagina, anus, breasts, early warning signs</p> <p><u>Other</u></p> <p>Toiletries, bacteria, infection, hygiene</p>	<p><u>Animals including humans (Spring1)</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- describe the simple functions of the basic parts of the digestive system in humans</li> <li>- identify the different types of teeth in humans and their simple functions</li> <li>- construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>Notes and guidance (non-statutory)</b> <b>Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.</b></p> <p><u>Living things and their habitats (Summer1)</u></p> <p>Pupils need to recognise that environments can change and that this can sometimes pose dangers to living things.</p>

	<p>HSL Managing safety and risk</p> <ul style="list-style-type: none"> <li>• Risky situations</li> <li>• Reactions to risk</li> <li>• Strategies in risky situations</li> <li>• Receiving and giving help</li> </ul> <p>HSL Safety contexts</p> <ul style="list-style-type: none"> <li>• Safety contexts</li> <li>• Preventing accidents</li> </ul> <p>HSL Relationship &amp; sex education</p> <ul style="list-style-type: none"> <li>• be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.</li> <li>• be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood.</li> <li>• be able to identify an area for which they can take more responsibility.</li> <li>• be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.</li> </ul> <p>C Diversity and community</p> <ul style="list-style-type: none"> <li>• Exploring my identity</li> <li>• Valuing difference</li> <li>• Exploring my community</li> <li>• What is the media?</li> <li>• Caring for the environment animals and plants</li> </ul>		
Year 5	<p>We teach the statutory Relationship and Health curriculum through the Cambridgeshire Primary Personal Development Programme.</p> <p>Year 5 children will be taught;</p> <p>MMR Beginning and belonging</p> <ul style="list-style-type: none"> <li>• Making the classroom safe</li> </ul>	<p><u>Feelings/relationships</u> commitment, marriage, stable relationships</p>	<p><u>Living things and their habitats (Summer 1):</u> Pupils should be taught to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To describe the life process of reproduction in some plants and animals.</p>

	<ul style="list-style-type: none"> <li>• Building relationships</li> <li>• Coping with new situations</li> <li>• Sources of support</li> </ul> <p>MMR Emotions</p> <ul style="list-style-type: none"> <li>• Understanding and managing feelings and the impact they can have</li> <li>• Concentrating on individual emotions – boredom, worry and stress</li> <li>• Problem solving</li> <li>• Getting support</li> <li>• Building confidence and being assertive</li> </ul> <p>MMR Anti-bullying</p> <ul style="list-style-type: none"> <li>• Defining bullying</li> <li>• Causes and types of bullying</li> <li>• How bullying affects us</li> <li>• Responding to bullying</li> <li>• Supporting others</li> <li>• Cyberbullying</li> <li>• Creating safe environments</li> </ul> <p>HSL Healthy life styles</p> <ul style="list-style-type: none"> <li>• Healthy living</li> <li>• Healthy eating</li> <li>• Energy Balance</li> <li>• Physical activity</li> <li>• Influences, choices and taking responsibility</li> </ul> <p>HSL Personal safety</p> <ul style="list-style-type: none"> <li>• Identifying trusted adults</li> <li>• Using our senses</li> <li>• Safety rules</li> <li>• Bodies</li> <li>• Touches</li> <li>• Secrets</li> <li>• Assessing risk</li> </ul>	<p><u>Body parts and processes</u></p> <p>Puberty, development, period, menstruation, vagina, uterus, ovary, ovulation, pubic hair, voice breaking, changes, pubic hair, body hair, genitals, testosterone, oestrogen and progesterone, adolescence</p> <p><u>Protective Behaviours</u></p> <p>penis, testicles, testes, vagina, anus, breasts, early warning signs</p> <p><u>Other</u></p> <p>Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings</p>	<p><b><u>Notes and guidance (non-statutory)</u></b></p> <p><b>They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</b></p> <p><b>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</b></p> <p><u>Animals Including Humans (Summer 2)</u></p> <p>Pupils should be taught to - describe the changes as humans develop from birth to old age.</p> <p><b>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.</b></p> <p><i>Children should know that growing into adults can include reference to baby, toddler, child, teenager, adult.</i></p>
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	<ul style="list-style-type: none"> <li>• Assertiveness</li> <li>• What, when, who and how to tell</li> </ul> <p>HSL Relationship &amp; sex education</p> <ul style="list-style-type: none"> <li>• know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.</li> <li>• understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently.</li> <li>• have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others.</li> <li>• understand the importance of washing regularly and of maintaining other hygiene routines during puberty.</li> </ul> <p>C Working together</p> <ul style="list-style-type: none"> <li>• Recognising and developing strengths and skills</li> <li>• Developing communication skills</li> <li>• Developing group work skills</li> <li>• Influences on Decision Making</li> <li>• Developing perseverance</li> <li>• Evaluation and feedback skills</li> </ul> <p>C Rights. Rules and Responsibilities</p> <ul style="list-style-type: none"> <li>• Rights and Responsibilities</li> <li>• Understanding and developing rules</li> <li>• Democracy and decision making</li> </ul>		
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Year Group	RSE Specifics taught	Vocabulary	Science Specifics taught
Year 6	<p>We teach aspects of the statutory Relationship and Health curriculum through the Cambridgeshire Primary Personal Development Programme.</p> <p>Year 6 children will be taught;</p> <p>MMR Family and friends</p> <ul style="list-style-type: none"> <li>• Network of special people</li> <li>• Understanding and valuing difference</li> <li>• Coping with relationship issues</li> <li>• Giving and receiving support</li> </ul> <p>MMR Managing change</p> <ul style="list-style-type: none"> <li>• Identifying changes</li> <li>• Coping with emotions in loss and change situations</li> <li>• Ways to manage change</li> </ul> <p>MMR Anti-bullying</p> <ul style="list-style-type: none"> <li>• Defining bullying</li> <li>• Causes and types of bullying</li> <li>• How bullying affects us</li> <li>• Responding to bullying</li> <li>• Supporting others</li> <li>• Cyberbullying</li> <li>• Creating safe environments</li> </ul> <p>HSL Drug education and keeping safe</p> <ul style="list-style-type: none"> <li>• Drug types and effects</li> <li>• Medicines</li> <li>• Other substances</li> <li>• Risk, Influences and support</li> </ul> <p>HSL Managing safety and risk</p> <ul style="list-style-type: none"> <li>• Risky situations</li> <li>• Reactions to risk</li> <li>• Strategies in risky situations</li> <li>• Receiving and giving help</li> </ul>	<p><u>Feelings/relationships</u> commitment, marriage, stable relationships</p> <p><u>Body parts and processes</u> Puberty, development, period, menstruation, vagina, uterus, sperm, ovary, ovulation, pubic hair, voice breaking,</p> <p><u>Protective Behaviours</u> penis, testicles, testes, vagina, anus, breasts, early warning signs</p> <p><u>Other</u>  diet, exercise, drugs and lifestyle</p> <p>Offspring, sexual reproduction, vary, characteristics, inherited</p>	<p><u>Animals, including Humans (Spring 2)</u> Children should be taught to: -recognise the impact of diet, exercise, drugs and lifestyles on the way their bodies function</p> <p><b><i>Non-statutory guidance - Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. 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.</i></b></p> <p><u>Evolution and Inheritance (Autumn 2)</u> - - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p><b><i>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. They should be introduced to the idea that variation in offspring over time can make animals more or less able to survive in particular environments and lead to evolutionary change. Pupils might find out about Charles Darwin's work on evolution.</i></b></p>

	<p>HSL Safety contexts</p> <ul style="list-style-type: none"> <li>• Safety contexts</li> <li>• Preventing accidents</li> </ul> <p>HSL Relationship &amp; sex education (summer term)</p> <ul style="list-style-type: none"> <li>• <b>be able to describe the main stages of how a baby is conceived and born, using some scientific vocabulary.</b></li> <li>• be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively.</li> <li>• understand that puberty affects people in different ways both physically and emotionally.</li> <li>• understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly.</li> <li>• describe some characteristics of a loving trusting relationship.</li> <li>• understand some basic reasons why a couple might choose to have children.</li> <li>• show awareness of some family arrangements which are different from theirs.</li> </ul> <p>C Diversity and community</p> <ul style="list-style-type: none"> <li>• Exploring my identity</li> <li>• Valuing difference</li> <li>• Exploring my community</li> <li>• What is the media?</li> <li>• Caring for the environment animals and plants</li> </ul>		
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## Appendix B

### B1 Statutory Guidance on Relationships and Health Education for Primary Schools (taken from DfE 2019)

#### Relationships education (Primary)

##### By the end of primary school:

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• 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.</li><li>• that marriage <sup>13</sup> represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li></ul>



	<ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>

<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li><li>• the rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them.</li><li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>• how information and data is shared and used online.</li></ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li></ul>

	<ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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### **Physical health and mental wellbeing (Primary)**

#### **By the end of primary school:**

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>
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	<ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<p><b>Internet safety and harms</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>

	<ul style="list-style-type: none"><li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li><li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li><li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li><li>• the facts and science relating to allergies, immunisation and vaccination.</li></ul>
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how to make a clear and efficient call to emergency services if necessary.</li><li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>

## **Appendix B**

### **B2 Guidance on Sex Education for Primary Schools (taken from DfE 2019)**

#### **Sex Education (Primary)**

65. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

66. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals (see below). It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting 24 these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

68. Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw as set out in paragraphs 45 and 46. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

#### **National curriculum – Science**

KS1 - Identify the main parts of the human body

KS1 - Know that animals, including humans have offspring which grow into adults

KS2 - Describe the changes as humans develop into old age