PENDRAGON COMMUNITY PRIMARY SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

This policy is based on the Cambridge City and South Cambs Community Sex and Relationships Education Policy and will be reviewed every three years unless the model policy is updated.

Lead person: Curriculum Committee (Deputy Headteacher)

Cambridgeshire SRE Toolkit
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Section 1 – The Context of Our Sex and Relationships Education Policy

a) Our Shared Beliefs about SRE

In our school we believe:

- SRE 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.
- SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to SRE.
- SRE is most effective when provided in the wider context of social and emotional development. In schools, successful SRE is firmly rooted in personal, social and health education (PSHE).
- SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.
- Effective SRE is responsive to the specific needs of young people as individuals.

b) Entitlements

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered SRE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their SRE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of SRE
- Contribute their views and ideas in support of the development of SRE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when SRE is taught
- Understand their rights and responsibilities in relation to SRE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

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c) The Wider Agenda

SRE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our SRE policy contributes to meeting local and national priorities as described in strategies such as:

- Every Child Matters
- Healthy School Status
- Teenage Pregnancy Strategies
- Sexual Health Strategies
- Looked After Children
- Children and Young People's Plan
- HIV and Sexual Health Strategy
- National Service Framework for Children, Young People and Maternity Services
- Safeguarding and Child Protection

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Section 2 –Our Sex and Relationships Education Policy

a) Introduction

Our work in SRE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.

Other school policies are relevant to our provision of SRE: PSHE and Citizenship, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality, Staff Health and Wellbeing, Healthy Schools.

This SRE Policy will be made available to staff on the school network.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000). Our Policy also reflects recommendations from OfSTED and the Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: Social and Emotional Aspects of Learning (SEAL) Programme, continuing work within the Primary Personal Development Programme, developing as a health promoting school.

Our SRE policy is the responsibility of the governing body and has been developed through discussion with staff by the Deputy Headteacher with the support of the PSHE Leader/Head teacher and reviewed by staff.

b) Our Aims for SRE

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

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, civil partnership, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction
- be prepared for puberty and the emotional and physical effects of body changes
- recognise and avoid exploitative relationships
- value, care for and respect their bodies
- access additional advice and support.

c) Delivering Our SRE curriculum

Our Curriculum for SRE (see section 4) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2000), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our SRE 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.

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We consider SRE 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 SRE.

The objectives of the SRE Curriculum will be taught in:

- PSHE through designated lessons, circle time, focused events, health weeks, SEAL
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our assembly programme, SEAL programme, visits from the Life Education Centre, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific Units of Work on SRE are planned into our teaching programme every year in YR/Y1/Y2/Y3/Y4/Y5/Y6. (As described in our PSHE Topic Map/ Personal Development Programme Plans).Specific content on Puberty will be taught in Year 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the SRE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

d) 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 SRE curriculum will primarily be delivered by class teachers.
- Those delivering SRE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.
- The PSHE Co-ordinator is responsible for reviewing and evaluating SRE at our school. The PSHE Co-ordinator will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for SRE' by the PSHE Co-ordinator who will, with support, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the SRE curriculum.
- Governors hold responsibility for the SRE policy and will be assisted in monitoring its implementation by the PSHE Co-ordinator/Deputy Headteacher.

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e) Teaching Methodologies

Ground Rules: SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE 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.
- Not passing information freely in the playground to younger children after lessons

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in SRE 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 SRE. Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents/carers or other sources of support, such as health professionals.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

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

f) Inclusion

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

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 SRE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our SRE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their level of maturity and understanding in relation to their peers
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

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g) Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering the SRE Curriculum. We will avoid a 'resource-led' approach to delivering SRE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with the Curriculum for SRE
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for SRE.

h) Use of Visitors to Support SRE

We believe that SRE 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 the responsibility of the school at all times.
- 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 CRB 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 PSHE Co-ordinator/ Class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that, whilst contributing to SRE 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 Class Teacher (with reference to the PSHE Co-ordinator as necessary) beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

i) Confidentiality

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers on the School website. The policy states that:

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

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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 SRE 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) 1) Safeguarding and Child Protection

We recognise that because effective SRE 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.

i) 2) 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.

j) Staff Training

Teaching SRE can be very rewarding, but we understand that, in order 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 SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for SRE. We will also encourage the sharing of good practice.

k) Role of Governors

This Policy describes the governors' views on how SRE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the SRE policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the policy is made available to parents.

In order to facilitate this process, the SRE policy will appear annually on the agenda of a governors' meeting.

l) Pupil Participation

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

a. We will refer to local/countywide/national data eg Health-related Behaviour Survey for our school/district.

b. We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities

c. We will encourage children to ask questions as they arise by providing anonymous question boxes.

d. We will ask children to reflect on their learning and set goals for future learning.

e. We will consult children (e.g.through School Council) about their perception of the strengths of our SRE programme and the areas to be further developed.

m) 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 SRE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

a. Informing parents and carers by letter of forthcoming SRE topics

b. Inviting parents to learn more about resources and activities used in SRE

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c. *Making the SRE Policy available to parents on request*

d. *Gathering parents' views on the SRE policy and taking these into account when it is being reviewed*

e. *Informing parents and carers about the SRE programme as their child joins the school through the school brochure/prospectus*

f. *Providing supportive information about parents' role in SRE*

g. *Inviting parents to discuss their views and concerns about SRE 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 SRE which are not included in the statutory national curriculum – currently, the Curriculum Programmes of Study for Science. The school will make alternative arrangements for children whose parents or carers withdraw them.

Any parent or carer who wishes to withdraw their child from SRE should, in the first instance, contact the Head Teacher to discuss the matter. We will enable parents wishing to withdraw their children from the non-statutory elements of SRE to access the leaflet 'SRE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from www.education.gov.uk) *Parents or carers will be asked to reconfirm their decision to withdraw each time SRE is planned for their child's class/year group.*

n) Monitoring, Evaluating and Reviewing Our SRE Policy

Monitoring and evaluation of the policy is the responsibility of the *governing body*. Information will be gathered from the *Head Teacher, the PSHE Co-ordinator and parents* to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for SRE' (4a).

- We will reflect on our contribution to the provision of the Entitlements for SRE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality SRE for our children.

The policy will be formally reviewed every three years.

o) Glossary

Abortion: the expulsion of a foetus from the womb. This may be spontaneous (miscarriage), but is most commonly used to describe a process where expulsion is induced.

AIDS: Acquired Immune Deficiency Syndrome

Community: All people who live, work or in some other way impact on the lives of children in the area in which they live.

Co-ordinator: The lead member of staff in school for a particular area of work.

DfE Department for Education (previously known as DCFS: Department for Children, Families and Schools, DfES: Department for Education and Skills and DfEE Department for Education and Employment)

HIV: Human Immunodeficiency Virus, the virus which causes AIDS

PSHE: Personal, Social and Health Education

School: Any educational establishment

SEAL: Social and Emotional Aspects of Learning

SRE: Sex and Relationships Education

STI: Sexually Transmitted Infection

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Visitor: Someone who is not a member of school staff, who contributes to the planned provision of SRE or offers another service, such as giving advice or support. A visitor may be a member of another organisation (e.g. health professional, youth worker) or an individual (e.g. parent with a new baby).

Section 3 – Sensitive Issues

a) Puberty

Primary: We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately, on an individual basis or in a whole class setting. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups. We will work with younger children and their parents if the need was to arise.

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 in a helpful way without embarrassment.

b) Contraception

Primary: 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 'Answering Children's Questions relating to SRE'. 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 SRE 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

Primary: 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) STI's and HIV/AIDS

Primary: We will not teach directly about STI's, however elements of our SRE 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 SRE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

e) Sexual Identity and Sexual Orientation

Primary: We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these

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questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

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Appendix A - The Curriculum for Sex and Relationships Education

Foundation Stage

Age 4-5	Early Learning Goals	• Find out about and identify some features of living things and objects and events they observe • Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others • Form good relationships with adults and peers • Dress and undress independently and manage their own personal hygiene	
	The following section gives the questions our children will engage with as part of our planned SRE provision. These areas will be covered using the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.		
	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	• What does my body look like? • How has my body changed as it has grown? • Who are the members of my family and trusted people who look after me?	• What differences and similarities are there between our bodies? • How can I look after my body and keep it clean?	• What can my body do? • How am I learning to take care of myself and what do I still need help with? • How do I feel about growing up?
	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)
	• Who is my family and how do we care for each other? • Who are the different people who make up a family? • How do I know if something is safe or unsafe?	• How can I be a good friend? • Can I recognise and show my emotions? • Can I recognise emotions in other people and say how they are feeling? • Can I say 'No' if I feel unsure about something and it does not feel safe or good?	• What things are especially important to my family and me? • What do I think I have to keep safe from?

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Key Stage 1 (Year 1/2)

Statutory Science Curriculum	• that animals, including humans, move, feed, grow and reproduce • that humans and other animals can produce offspring and these grow into adults • recognize and compare the main external parts of the bodies of humans and other animals • recognise similarities and differences between themselves and others, and to treat others with sensitivity	
Non-statutory PSHE Curriculum most relevant to SRE	• About the process of growing from young to old and how people's needs change • The names of the main parts of the body • Rules for, and ways of, keeping safe…and about people who can help them to stay safe	To recognise how their behaviour affects other people To identify and respect the differences and similarities between people That families and friends should care for each other

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Y1/2. 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)
• **What are the names of the main parts of the body?** • How can I keep my body clean? • How can I stop common illnesses and diseases spreading? • **How do babies change and grow?** • What do babies and children need?	• What can my body do? • How have I changed since I was a baby? • What are my responsibilities now I'm older?	• Do I understand how amazing my body is? • When am I in charge of my actions and my body?

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)
• What are risky situations and how can I keep myself safer? • What healthy choices can I make? • **What are some of the similarities and differences between me and others?** • Who looks after me and what are their responsibilities? • Do I understand what good and bad secrets might be?	• Can I name some different feelings? • How can I stand up for myself? • How can I negotiate to sort out disagreements? • Can I describe what a friend is and does? • How do I cope when friendships change?	• How do my feelings and my actions affect others? • Who is in my family and how do we care for each other? • Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings?

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Key Stage 2 (Year 3/4)

Statutory Science Curriculum	• that the life processes common to humans and other animals include nutrition, movement, growth and reproduction • about the main stages of the human life cycle • that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful [for example, in causing disease].	
Non-statutory PSHE Curriculum most relevant to SRE	• To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way • About how the body changes as they approach puberty • To recognise the different risks in different situations and then decide how to behave responsibly, including….judging what kind of physical contact is acceptable and unacceptable • That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view	• That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong • To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships • That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Y3/4 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)
• **How are males and females different and what are the different parts called?** • **What are the main stages of the human life cycle?** • **How do different illnesses and diseases spread** and what can I do to prevent this?	• Why is it important to keep clean? • What am I responsible for now and how will this change? • What can I do for myself to stay clean and how will this change in the future?	• What can my body do and how is it special? • How do parents and carers care for babies? • What does it mean to be 'grown up'?

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
• What risks are there to my safety, my friendships and my feelings? • What are some of the different lifestyles and beliefs people have? • When might I need to break a promise or tell a secret? • What changes have I already experienced and might I experience in the future?	• How can I communicate my emotions? • How can I cope with difficult emotions? • How do I cope when relationships change?	• How can I have a healthy lifestyle? • How am I changing as I grow up?

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Key Stage 2 (Year 5/6)

Statutory Science Curriculum	• that the life processes common to humans and other animals include nutrition, movement, growth and reproduction • about the main stages of the human life cycle • that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful [for example, in causing disease].	
Non-statutory PSHE Curriculum most relevant to SRE	• To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way • About how the body changes as they approach puberty • To recognise the different risks in different situations and then decide how to behave responsibly, including….judging what kind of physical contact is acceptable and unacceptable • That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view	• That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong • To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships • That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Y5/6 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)
• **What are male and female sexual parts called and what do they do?** • **What happens to the bodies of boys and girls when they reach puberty?** • How can the spread of viruses and bacteria be stopped? • What is HIV?* • **How are babies made?**	• How can I keep my growing and changing body clean? • How can I express my feeling positively as I grow up? • What should adults think about before they have a baby?	• What influences my view of my body? • What are families like? • When am I responsible for how others feel?

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
• What are the different consequences for taking physical, social and emotional risks? • What does being healthy mean and what are the benefits? • What different kinds of families are there? • How are my friendships and relationships changing?	• How do I manage strong emotions? • How do I recognise how other people feel and respond to them? • How can I share my views effectively and negotiate with others to reach agreement?	• How can I show respect for different views, lifestyles and beliefs? • What can I do when I realise I'm in a bad mood? • When am I responsible for my personal safety?

- *ref 'Sex and Relationships' OfSTED 2002 (HMI 433)

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