

Section 4

Appendix A - The Curriculum for Sex and Relationships Education

Foundation Stage

Age 4-5	Early Learning Goals	<ul style="list-style-type: none"> • 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)
	<ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • Who are the members of my family and trusted people who look after me? 	<ul style="list-style-type: none"> • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? 		<ul style="list-style-type: none"> • What can my body do? • How am I learning to take care of myself and what do I still need help with? • How do I feel about growing up?
	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"> • Who is my family and how do we care for each other? • Who are the different people who make up a family? • How do I know if something is safe or unsafe? 	<ul style="list-style-type: none"> • How can I be a good friend? • Can I recognise and show my emotions? • Can I recognise emotions in other people and say how they are feeling? • Can I say 'No' if I feel unsure about something and it does not feel safe or good? 		<ul style="list-style-type: none"> • What things are especially important to my family and me? • What do I think I have to keep safe from? 	

Key Stage 1 (Year 1/2)

Statutory Science Curriculum	<ul style="list-style-type: none"> • that animals, including humans, move, feed, grow and reproduce • that humans and other animals can produce offspring and these grow into adults • recognise 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> 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 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"> • 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? 	<ul style="list-style-type: none"> • What can my body do? • How have I changed since I was a baby? • What are my responsibilities now I'm older? 	<ul style="list-style-type: none"> • 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)
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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?

Key Stage 2 (Year 3/4)

Statutory Science Curriculum	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 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"> 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? 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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)
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> How can I communicate my emotions? How can I cope with difficult emotions? How do I cope when relationships change? 	<ul style="list-style-type: none"> How can I have a healthy lifestyle? How am I changing as I grow up?

Key Stage 2 (Year 5/6)

Statutory Science Curriculum	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 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"> 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? 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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)
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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)