

The Curriculum for RSE

Foundation Stage (Age 4 - 5)

<p>Early Learning Goals (2021)</p>	<p>Personal, Social & Emotional Development:</p> <p><u>Self-Regulation</u></p> <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self</u></p> <ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.• Explain the reasons for rules, know right from wrong and try to behave accordingly.• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Building Relationships</u></p> <ul style="list-style-type: none">• Work and play cooperatively and take turns with others.• Form positive attachments to adults and friendships with peers.• Show sensitivity to their own and to others' needs. <p>Understanding the World</p> <p><u>Past & Present</u></p> <ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>People, Culture & Communities</u></p> <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p><u>The Natural World</u></p> <ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants.• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
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- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

The following section gives the questions our children will engage with as part of our planned RSE provision. These areas will be covered using

the Cambridgeshire Primary Personal Development Programme (CPPDP) 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?

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

<ul style="list-style-type: none"> • To describe their own appearance and name external body parts including using agreed names for the sexual parts. • To understand ways in which their body has changed since they were a baby. • To understand how members of their family and other trusted people care for and look after them. 	<ul style="list-style-type: none"> • To recognise similarities and differences between the bodies of girls and boys. • To understand ways of looking after their body and keeping it clean. 	<ul style="list-style-type: none"> • To understand and value what their bodies can do. • To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. • To recognise how growing up makes them feel.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
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<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 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?
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Key Stage 1 (Year 1/2)

Statutory Science Curriculum	<ul style="list-style-type: none"> Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Y2 notice that animals, including humans, have offspring which grow into adults Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
Non-statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)	<ul style="list-style-type: none"> about the process of growing from young to old and how people's needs change about growing and changing and new opportunities and responsibilities that increasing independence may bring the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls 	<ul style="list-style-type: none"> about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings the importance of and how to maintain personal hygiene how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 1/2. These areas will be covered using the CPPDP Units Sex and Relationships SR1 and SR2. Those in bold text are directly linked to the statutory 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?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR1 and SR2

<ul style="list-style-type: none"> • To recognise the main external parts of the bodies of humans, including agreed names for sexual parts. • To know how to keep themselves clean. • To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. • To know that humans produce babies that grow into children and then into adults. • To understand the needs of babies and young children. 	<ul style="list-style-type: none"> • To describe what their bodies can do. • To consider the ways they have changed physically since they were born. • To consider their responsibilities now and compare these with when they were younger. 	<ul style="list-style-type: none"> • To understand that they have responsibility for their body's actions and that their body belongs to them. • To appreciate how amazing their body is.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (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"> • Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Y2 notice that animals, including humans, have offspring which grow into adults • Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
Non-statutory PSHE Curriculum most relevant to RSE (PSHE Assoc	<ul style="list-style-type: none"> •to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others •to recognise their increasing independence brings increased responsibility to keep themselves and others safe 	<ul style="list-style-type: none"> • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • how their body will change as they approach and move through puberty

2013)	<ul style="list-style-type: none"> •that bacteria and viruses can affect health and that following simple routines can reduce their spread 	<ul style="list-style-type: none"> • to recognise how images in the media do not always reflect reality and can affect how people feel about themselves • about human reproduction
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The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 3/4. These areas will be covered using the CPPDP Units Sex and Relationships SR3 and SR4. Those in bold text are directly linked to the statutory 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'?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR3 and SR4

<ul style="list-style-type: none"> • To understand the physical differences between males and females. • To recognise the main external parts of the bodies of humans, including scientific names for sexual parts. • To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. • To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this. 	<ul style="list-style-type: none"> • To understand the benefits of carrying regular personal hygiene routines. • To consider their responsibilities and how these have changed and how they will change in the future. • To consider who is responsible for their personal hygiene now, and how this will change the future. 	<ul style="list-style-type: none"> • To value their own body and recognise its uniqueness. • To consider the responsibilities that parents and carers have for babies and children. • To investigate perceptions of being 'grown up'.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
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<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?
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Key Stage 2 (Year 5/6)

Statutory Science Curriculum	<ul style="list-style-type: none"> •Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. •Y2 notice that animals, including humans, have offspring which grow into adults •Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	<ul style="list-style-type: none"> • Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Y5 describe the life process of reproduction in some plants and animals. • Y5 describe the changes as humans develop to old age.
Non-statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)	<ul style="list-style-type: none"> •to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others •to recognise their increasing independence brings increased responsibility to keep themselves and others safe •that bacteria and viruses can affect health and that following simple routines can reduce their spread 	<ul style="list-style-type: none"> • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • how their body will change as they approach and move through puberty • to recognise how images in the media do not always reflect reality and can affect how people feel about themselves • about human reproduction

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 5/6. These areas will be covered using the CPPDP Units Sex and Relationships SR5 and SR6. Those in bold text are directly linked to the statutory 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? 	<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? 	<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?

<ul style="list-style-type: none"> • What is HIV? (ref 'Sex and Relationships' Ofsted 2002 (HMI 433)) • How are babies made? 	<ul style="list-style-type: none"> • What should adults think about before they have a baby?
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This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR5 and SR6

<ul style="list-style-type: none"> • To identify male and female sexual parts and describe their functions. • To know appropriate terminology for use in different situations. • To know and understand about the physical changes that take place at puberty, why they happen and how to manage them. • To understand that physical change happens at different rates for different people. • To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria. • To know about the facts of the human lifecycle, including sexual intercourse. 	<ul style="list-style-type: none"> • To know about new aspects of personal hygiene relevant to puberty. • To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. • To have a basic awareness of responsible parenting choices. 	<ul style="list-style-type: none"> • To understand how the media, families and friends can influence attitudes to their bodies. • To consider how they have some responsibility for the feelings and well-being of others. • To consider the need for trust and love in marriage and established relationships. • To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners, extended families.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (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 other's 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?

Vocabulary used within RSE

School is a place where all children should be able to develop good communication skills, confidence, positive body image and strong personal safety skills. RSE is one vehicle for enabling children to develop these skills in a safe and supportive environment. We know that having names for things is a way we can comfortably bring them into our experience and feel connection with them and a certain amount of control over them.

For many adults (teachers, parents, carers and governors included) the use of vocabulary to describe the human body and in particular the sexual parts of the human body, is a sensitive topic. Many people

can personally feel uncomfortable using particular words and are anxious that teaching scientific words for sexual parts to children may challenge their innocence. However, we seek to explain how the sensitive, age-appropriate use of scientific vocabulary for sexual parts can contribute to positive body image, open discussion and questioning and the development of strong personal safety skills.

All schools hold in common some very basic aims that children will learn to value themselves and their bodies, communicate their feelings and emotions, engage in positive and rewarding relationships and to keep themselves safe. The sensitive, age-appropriate use of scientific vocabulary for sexual parts supports these aims. The basic skill of being able to confidently name parts of our own bodies without feelings of embarrassment or shame is one of the key building blocks needed to achieve each of these aims. Feeling connection and confidence with our own bodies contributes to a positive body image, a feeling of ownership and control and is the basic mechanism for being able to communicate about our bodies.

'Research with children has shown that they are often confused in their understanding of their bodies and how they work. It is important that teachers use correct terms when introducing new topics. Family names or common names (for sexual parts) can be acknowledged, but it is good practice to use words such as ovum and sperm (new terms for new concepts). Early and accurate naming of children's body parts is vital.

If children haven't been equipped with the words for parts of their bodies and have picked up the message that adults don't talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection. Boys' genitals do generally get named, even if the words used are family names or slang, at least it is acknowledged that they exist. In comparison, girls' genitals often don't get named. This absence deprives girls of a comfortable language about themselves.

(‘SRE for Primary aged children’ 2002, Sex Education Forum publication)

Young children will, of course, use familiar words from home to describe their body parts. These words should be acknowledged and used alongside the scientific words until children are able to use the scientific words confidently. When children use words for sexual parts which are offensive, their offensive nature should be explained and the situation monitored, e.g. 'That word does describe the penis, but lots of people find that word rude and they are upset when they hear it. Can you think of another word which is not rude?'

The following table shows the range of vocabulary which will be taught in each of the RSE units of work in the Primary Personal Development Programme.

Year group	Key areas of learning	Feelings/relationships	Body parts and processes	Other
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Foundation	External body parts	Range of feelings words <i>e.g. happy, pleased, calm, sad</i> baby child girl boy	size shape range of simple external body parts <i>e.g. hands, head, teeth</i> penis testicles vulva bottom	range of action words <i>e.g. run, jump</i> growing up germs	
Year 1 and 2 (KS1)	External body parts	same similar different unique special responsibility	birth death range of more specific external body parts <i>e.g. stomach, chest</i>	male female man woman teenager adult	
Year 3 and 4 (KS2)	External body parts Differences between male and female	love dependent independent	breast nipple	toiletries bacteria infection hygiene	
Year 5 and 6 (KS2)	Puberty Sexual reproduction Internal body parts	commitment marriage stable relationship	puberty development period menstruation cervix labia fallopian tube clitoris ovary ovum vulva vagina uterus ovulation sperm scrotum	sperm duct seminal vesicle urethra pubic hair voice breaking arousal erection sexual intercourse sex ejaculate conception pregnancy	sanitary towel tampon body odour deodorant

Other vocabulary used:

As part of our work on relationships, we will be discussing the role families play in providing a nurturing environment for children. Children will be encouraged to acknowledge the wide diversity of families including single parents, LGBT parents, families headed by grandparents, foster parent/carers etc. This will be done in a sensitive way to ensure all home circumstances are acknowledged and celebrated.

Throughout this discussion, children may be introduced to vocabulary around relationships at an age appropriate level, and more frequently in KS2. For example the terms same sex relationship, gay, lesbian, transgender, sexual orientation, homophobia, sexism, stereotypes, sexual harassment.

PSHE Cambridgeshire Units of work.

Please see attached link to the frameworks for the PSHE Cambridgeshire Units that are followed by each Key Stage. These are followed across a 2-year cycle and link in with our Values for each term.

Please see our website for more information and the full units of work: <https://www.eastbergholt-pri.suffolk.sch.uk/relationships-and-sex-education-rse/>