



Kimbolton Primary Academy
Relationships and Sex Education (RSE) Policy
July 2025

Contents

Section 1 - The Context of Our RSE Policy

- a) Our Shared Beliefs about RSE
- b) Entitlements
- c) The Wider Agenda

Section 2 - Our RSE Policy

- a) Introduction
- b) Our Aims for RSE
- c) Delivering Our RSE Curriculum
- d) Responsibilities for Curriculum Delivery and Policy Implementation
- e) Teaching Methodologies
- f) Inclusion
- g) Resources
- h) Use of Visitors to Support RSE
- i) Confidentiality
 - 1) Safeguarding and Child Protection
 - 2) Sexually Active Pupils
- j) Staff Training
- k) Role of Governors
- l) Pupil Participation
- m) Working with Parents/Carers and our School Community
- n) Monitoring, Evaluating and Reviewing Our RSE Policy
- p) Glossary

Section 3 - Sensitive Issues

- a) Puberty
- b) Contraception
- c) Abortion
- d) STI's and HIV/AIDS
- e) Sexual Identity and Sexual Orientation

Section 4 – Appendices

The Entitlement Curriculum for RSE

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

a) Our Shared Beliefs about RSE

In our school we believe:

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

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 RSE 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 RSE 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 RSE
- Contribute their views and ideas in support of the development of RSE 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
- Be informed about how to access support for themselves or for gender or sexuality questioning children
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE 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.

c) The Wider Agenda

RSE 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 RSE 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*
- *Children and Young People's Plan*
- *Safeguarding and Child Protection*
- *OfSTED Exploring the school's actions to prevent and tackle homophobic and transphobic bullying*

Section 2 –Our Relationships and Sex Education Policy

a) Introduction

Our work in RSE 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.*
- *We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.*
- *We create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.*

Other school policies are relevant to our provision of RSE: *Safeguarding and Child Protection, Behaviour, Anti-Bullying, Inclusion, Equality.*

This RSE Policy will be made available to all new staff in their 'Welcome folder' and thereafter on the school website.

This policy is consistent with current national legislation and statutory guidance. It reflects the July 2025 Department for Education (DfE) guidance on Relationships, Sex and Health Education (RSHE), which becomes statutory from September 2026. This updated guidance includes content on mental health, sexual consent, online harms, and gender identity. It ensures that pupils receive an age-appropriate, pluralistic education to prepare them for life in modern Britain.

We are engaged in the following areas of work, which support this policy and the delivery of effective RSE: Social and Emotional Aspects of Learning (SEAL) Programme, continuing work within the Primary Personal Development Programme and developing as a health promoting school. We are also working with the Kite Trust which supports young LGBT⁺ people by raising awareness of homophobic, biphobic and transphobic (HBT) bullying and provides training to schools so that they have the knowledge and confidence to tackle issues that face LGBT⁺ young people and their families, including HBT bullying.

Our RSE policy is the responsibility of the local governing body and has been developed through discussion with staff and governors in the form of a working party. It was discussed and ratified by the school governors on 30th April 2014.

b) Our Aims for RSE

All adults will work towards achieving these aims for RSE 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, stable relationships and family life as a positive environment for bringing up children*
- *appreciate that families are not all the same*
- *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*
- *understand the reasons for and benefits of delaying sexual activity*
- *be prepared for puberty and the emotional and physical effects of body changes*
- *understand the attitudes and skills needed to maintain their sexual health*
- *recognise and avoid exploitative relationships*
- *value, care for and respect their bodies*
- *access additional advice and support including signposting support for LGBT⁺ pupils or pupils with LGBT⁺ family members.*

c) Delivering Our RSE Curriculum

Our Curriculum for RSE (see Appendix A) 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 RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in:

- PSHE through designated lessons, circle time and focused events
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our assembly 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 and workshops delivered by the Kite Trust. Specific Units of Work on RSE are planned into our teaching programme every year as described in our PSHE Topic Map. 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 RSE 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.

From September 2025, we are integrating updated curriculum elements as recommended by the July 2025 RSHE guidance. This includes teaching about online misogyny (including the influence of the "manosphere" and incel culture), critical understanding of gender stereotypes and roles, digital manipulation of images, and legal sexual harms such as upskirting, cyberflashing, stalking, and coercive control. These topics will be delivered in an age-appropriate, safeguarded manner in upper Key Stage 2.

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.
- LGBT+ pupils, pupils from LGBT+ families or pupils who are questioning their own gender or sexuality will be signposted to appropriate external agencies such as The Kite Trust
- The RSE curriculum will primarily be delivered by class teachers.
- Those delivering RSE 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 RSE 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 RSE' by the PSHE Co-ordinator who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.
- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the Head Teacher.

e) Teaching Methodologies

Ground Rules: RSE 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 RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information
- Names of individuals who provide pastoral support or who will signpost pupils to the appropriate agencies if further information is required.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

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, and theatre in education 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 RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding (Equality Act, 2010).

In order to ensure the RSE 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 e.g. different families and relationships including same sex partners
- 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 RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- 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.

In line with the July 2025 guidance, when teaching about gender identity, we will ensure pupils understand the legal distinction between sex and gender reassignment, and that a range of views exist on this topic. We will present this topic in a balanced, non-biased manner and avoid promoting any one belief as fact.

g) Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, 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 RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning that celebrates different relationships and family structures including same sex partnerships
- conform to the legal requirements for RSE.

h) Use of Visitors to Support RSE

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

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

- The care and management of pupils is 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 Class teacher, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

The contributions of visitors will be regularly monitored and evaluated. All external materials and presentations used by visitors will be available to parents upon request. The school will not enter into agreements with third-party providers that prevent parental access to materials.

i) Confidentiality

i) 1) Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

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.

i) 3) Mental Health and Safeguarding Content

As part of our enhanced RSHE provision, pupils will be taught to recognise and articulate their feelings, understand how to seek support, and respond appropriately to stress and adversity. In upper Key Stage 2, content on suicide prevention and self-harm awareness will be introduced in a sensitive, age-appropriate way. Staff delivering this content will receive appropriate training, and teaching will align with safeguarding protocols.

j) Staff Training

Teaching RSE 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 RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors.

k) Role of Governors

This Policy describes the CEO's views on how RSE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the CEO to ensure, through consultation, that the RSE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors, in particular the governor with responsibility for Families, Relationships and RSE, to ensure that the Policy is made available to parents. In order to facilitate this process, the RSE Policy will appear annually on the agenda of a

governors' meeting. The Policy will then be made available for parents via our website.

l) Pupil Participation

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

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes
- We will ask children to reflect on their learning and set goals for future learning
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed
- School encourages pupil-led activities to raise awareness of combatting HBT bullying and promoting LGBT⁺ identities

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

- a. Informing parents and carers by letter or leaflet of forthcoming RSE topics
- b. Inviting parents to learn more about resources and activities used in RSE
- c. Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- d. Informing parents and carers about the RSE programme as their child joins the school
- e. Providing supportive information about parents' role in RSE
- f. Inviting parents to discuss their views and concerns about RSE on an informal basis.
- g. Informing parents and carers about recent changes to the RSE policy and sharing information about the Rainbow Flag award

Parents and carers have the right to withdraw their children only from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science. In accordance with the July 2025 statutory guidance, we are committed to transparency. All RSHE materials, including those used by external agencies, will be available to parents and carers on request, either online or in print. Parents will be notified in advance of any changes to the RSHE programme or sensitive topics.

They are able to withdraw their children from those elements which fall within the non statutory guidance for PSHE. The school will make alternative arrangements for children whose parents or carers withdraw them.

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

n) Monitoring, Evaluating and Reviewing Our RSE Policy

Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the Head Teacher to inform judgements about effectiveness.

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

- We will reflect on our contribution to the provision of the Entitlements for RSE and seek to develop this
- We will continue to work in partnership with parents/carers and members of our community and external agencies such as the Kite Trust to ensure the delivery of high quality RSE for our children

The Policy will be formally reviewed every three years. The review of this policy will be due in or before July 2028.

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

RSE: Sex and Relationships Education

STI: Sexually Transmitted Infection

Visitor: Someone who is not a member of school staff, who contributes to the planned provision of RSE 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 RSE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a Year 4 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discretely, in a helpful way without embarrassment.

b) Contraception

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 '6A Answering Children's RSE Questions in the Primary School'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals.

c) Abortion

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) Sexually Transmitted Infections (STI's) and HIV/AIDS

Primary: We will not teach directly about STI's, however elements of our RSE and Science Curricula will prepare the ground for this explicit teaching later e.g. by discussing some issues around HIV/AIDS. We will discuss the different ways any disease might be spread and steps a child might take to reduce this. Some children will be aware of STI's or HIV/AIDS and may ask questions about them in relation to RSE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

e) Sexual Identity and Sexual Orientation

Primary: We understand our responsibility to ensure that RSE meets the needs of all our young people including LGBT⁺ pupils. Whatever their developing sexuality, young people must feel that RSE is relevant to them and sensitive to their needs. We will make all our young people aware that there are different types of families and that loving relationships can occur between a man and a woman, between two women and between two men. We will strive to answer all questions factually, in a general way and to challenge prejudice whenever it occurs. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of HBT bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to HBT bullying.

Section 4

Appendix A - The Curriculum for Sex and Relationships Education Foundation Stage

| | | | |
|--|---|--|---|
| | 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 | |
| <p>The following section gives the questions our children will engage with as part of our planned RSE provision. These areas will be covered using the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.</p> | | | |
| Age 4-5 | 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? |
| | <p>Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.</p> | | |
| | 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? • Not all families are the same • 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 RSE | <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 RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Year 1/2. These areas will be covered using the CPPDP Units Sex and Relationships SR1 and SR2. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.

| Knowledge (PSHE) | Skills (PSHE) | Attitudes (PSHE) |
|--|---|---|
| <ul style="list-style-type: none"> 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? How to respond to risky or negative relationships and ask for help | <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? Not all families are the same but they still love and care for each other. Who looks after me and what are their responsibilities? Do I understand what good and bad secrets might be? What kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable? | <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? How can I offer constructive support and feedback to others? How can I make someone else feel better emotionally? | <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? How do families that might appear to be different from mine love and care for each other? Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings? Can I recognise what being unkind 'looks' like? |

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 RSE | <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 RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Year 3/4. These areas will be covered using the CPPDP units Sex and Relationships SR3 and SR4. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.

| Knowledge (PSHE) | Skills (PSHE) | Attitudes (PSHE) |
|---|---|---|
| <ul style="list-style-type: none"> How are males and females different and what are the different parts called? What are the main stages of the human life cycle Do all families look the same? 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? What different kinds of families are there? Are my feelings the same as everyone else's? 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? What kind of physical contact is acceptable or unacceptable and how can I respond? | <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? How can I explain that I am different? Who can I talk to about this? How can I resolve conflicts with my friends through negotiation and appropriate compromise? | <ul style="list-style-type: none"> How can I have a healthy lifestyle? How am I changing as I grow up? Do I have to be the same as everyone else? What if I am different? |

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 RSE | <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 RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Year 5/6 These areas will be covered using the CPPDP units Sex and Relationships SR5 and SR6. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.

| Knowledge (PSHE) | Skills (PSHE) | Attitudes (PSHE) |
|---|--|---|
| <ul style="list-style-type: none"> 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? Do all families look the same? How do we value all individuals in terms of their sex, gender identity and sexual orientation? What is discrimination in terms of teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling')? What is online misogyny and how can I recognise and challenge it? <ul style="list-style-type: none"> - What is the law around behaviours like upskirting, revenge porn, and cyberflashing? - How can AI be used to manipulate images, and what are the risks? - What is consent, and how do I give or withhold it? - Where can I get support if I am feeling overwhelmed or in emotional distress? | <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? What is the concept of peer pressure and how should I should? |

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? • What different types of relationships are there? • How are my friendships and relationships changing? • What is the difference between, and the terms associated with, sex, gender identity and sexual orientation? • What does it mean to discriminate? What does this look like online and offline? | <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? • How can I take into account and respect the feelings of others? • What are stereotypes and how can I challenge them? • How do I recognise bullying and abuse in all its forms? | <ul style="list-style-type: none"> • How can I show respect for different views, lifestyles and beliefs? • What can I do if I think that I am different from others? • Who would I ask for support? • What can I do when I realise I'm in a bad mood? • When am I responsible for my personal safety? • How do I recognise and manage 'dares'? |
|--|---|--|

*ref 'Sex and Relationships' OfSTED 2002/2019 (HMI 433)

In September 2019, Ofsted introduced a new curriculum which will be mandatory for all schools from September 2020. Our policy meets the requirements of Ofsted 2019 as they state the following...

By the end of primary school pupils should know:

| | |
|---|---|
| <p>Families and people who care for me</p> | <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| <p>Caring friendships</p> | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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. |

| | |
|---------------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> • 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. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • 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. • 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. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults. |
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • 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. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online. |
| Being Safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources. |