

7. Appendices

The Curriculum for RSE

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 and the Protective Behaviours Programme.

7.1 Our Relationships Education Curriculum

Reception	Year 1	Year 2
<p>My Body and Growing Up (BG F)</p> <ul style="list-style-type: none"> a) What does my body look like? b) How has my body changed as it has grown? c) What can my body do? d) What differences and similarities are there between our bodies? e) How can I look after my body and keep it clean? MS f) How am I learning to take care of myself and what do I still need help with? MS g) Who are the members of my family and trusted people who look after me? h) How do I feel about growing up? 	<p>Relationships and Sex Education (RS 1)</p> <ul style="list-style-type: none"> a) What are the names of the main parts of the body? DB2 b) How has my body changed since I was little? DB1 c) What can my amazing body do and how has this changed since I was younger? d) When am I in charge of my actions and my body? BS3 e) How can I keep my body clean? HPP5 f) How can I avoid spreading common illnesses and diseases? HPP5 	<p>Relationships and Sex Education (RS 2)</p> <ul style="list-style-type: none"> a) How do babies change and grow? NC Science/DB1 b) What's growing in that bump? NC science c) How have I changed since I was a baby? NC science d) What are my responsibilities now I'm growing up? DB3 e) What do babies and children need from their families? FP4 f) Which stable caring relationships are at the heart of families I know? FP4

Year 3	Year 4
<p>Relationships and Sex Education (RS 3)</p> <ul style="list-style-type: none"> a) How are male and female bodies different and what are the different parts called? DB2 b) When do we talk about our bodies how they change and who do we talk to? DB1 c) Can I describe new or developing physical skills-and how special my body is? d) Why is it important to keep myself clean? HPP5 e) What can I do for myself to stay clean and how will this change in the future? HPP5 f) How do different illnesses and diseases spread and what can I do to prevent this? HPP5 	<p>Relationships and Sex Education (RS 4)</p> <ul style="list-style-type: none"> a) What are the main stages of the human life cycle? NC Science/DB1 b) How did I begin? Sex Ed c) What does it mean to be grown up? DB3 d) What am I responsible for now and how will this change? DB3 e) How do different families care for their children physically and emotionally? FP4

Year 5	Year 6
<p>Relationships and Sex Education (RS 5)</p> <ul style="list-style-type: none"> a) What are male and female sexual parts called and what are their functions?-DB2 b) How can I talk about sexual body parts comfortably, confidently and appropriately BS6 c) What happens to different bodies during puberty? DB1 d) What might influence my view of my body? e) How can I keep my growing and changing body clean? HPP5 f) How can I reduce the spread of a wider range of viruses and bacteria? HPP5 	<p>Relationships and Sex Education (RS 6)</p> <ul style="list-style-type: none"> a) What are the different ways babies are conceived and born? Sex Ed b) What effect might puberty have on feelings and emotions? DB3 c) When can I take responsibility for how others feel? RKR1 d) What should adults think about before they have children? FP4 e) Why might people get married or become civil partners? FP5 f) What are different families like? FP3

Family and Friends and Anti-bullying

Reception	Year 1	Year 2
<p>Family and Friends (FF F)</p> <ul style="list-style-type: none"> a) Who are my special people and why are they special to me? BR b) Who is in my family and how do we care for each other? BR c) What is a friend and how can I be a good one? BR d) How do I make new friends? BR e) How can I respect my own needs and the needs of others? BR f) How can I make up with friends when I have fallen out with them? BR g) How does what I do affect others? BR h) Do I know what to do if someone is unkind to me? SR 	<p>Family and Friends (FF 1/2)</p> <ul style="list-style-type: none"> a) Can I describe what a good friend is and does and how it feels to be friends? CF1/2 b) How can I still have fun if I don't have a friend to play with? CF3 c) Why is telling the truth important? CF4 d) What does being 'bossy' mean? RKR4 e) What skills can I use to make and build friendships? RKR6 f) How might communicating with friends be hard and how might we feel? RKR3 g) How can I try to mend friendships if they have become difficult? CF6 h) What is my personal space and how do I talk to people about it? BS1 i) Who is in my family and how do we care for each other? FP1 j) Who are my special people why are they special and how do they support me? CF4 	<p>Anti-bullying (AB 1/2)</p> <ul style="list-style-type: none"> a) Why might people fall out with their friends?-CF2 b) Can I describe what bullying is? RKR9 c) Do I understand some reasons people might bully others? RKR5 d) Why is bullying never acceptable or respectful? RKR9 e) How might people feel if they are involved in bullying? GW7 f) Who can I talk to if I have worries about friendship difficulties or bullying? CF7 g) Can I be assertive? CF7 h) What sorts of things could I do if I think someone is being bullied? RKR9 i) What does my school do to prevent bullying? -RKR9 j) How do people help me to build positive and safe relationships? CF2

Year 3	Year 4
<p>Family and Friends (FF 3/4)</p> <ul style="list-style-type: none"> a) How do good friends behave on and offline and how do I feel as a result CF1/2 b) What can I do when I feel left out of people's play? CF3 c) What is a healthy friendship and how does trust play an essential part? CF4 d) What is 'give and take' in a healthy friendship? RKR4 e) What skills do I use for choosing, making and developing friendships and how effective are they? RKR6 f) How can I help to resolve disagreements positively by listening and compromising CF5 g) Can I empathise with other people in a disagreement? CF6 h) Who can I talk to when friendships get difficult? BS5 i) How can I check with my friends about their personal boundaries? BS1 j) How do my family members help each other to feel safe and secure when things are tough? FP2 k) Who is in my network of special people now and how do we affect and support each other? CF4 	<p>Anti-bullying (AB 3/4)</p> <ul style="list-style-type: none"> a) How are falling out and bullying different? CF2 b) What are the characteristics of different types of bullying? RKR9 c) How do people try to use power when they bully others? RKR9 d) How can lack of respect and empathy for others make bullying more likely? RKR5 e) What differences are there between direct and indirect forms of bullying? RKR9 f) Do I understand that bullying might affect how people feel for a long time? GW7 g) What are bystanders and followers and how might they feel? RKR9 h) How can I support people who are being bullied by being assertive? CF7 i) What skills do I need to develop to be an 'upstander' and to seek help? RKR9 j) How does my school prevent bullying and support people involved? RKR9

Year 5	Year 6
<p>Family and Friends (FF 5/6)</p> <ul style="list-style-type: none"> a) What are the characteristics of healthy friendships on or offline and how do they benefit me? CF1/2 b) How can I be a good friendship role model? CF3 c) How do trust and loyalty feature in my relationships on and offline? CF4 d) Can I spot when a friendship is not mutual and ask for help? RKR4 e) What skills do I use to make and develop friendships online? RKR6 f) Can I always balance the needs of family and friends and how do I manage this? RKR1 g) Can I communicate empathise and compromise when resolving friendship issues? CF6 h) What can I do and say when a friendship breaks down? BS5 i) How can I check that my friends give consent on and offline? BS1 j) How do people in my family continue to support each other as things change? FP2 k) Who is in my networks on and offline and how have these changed and how do we support each other? CF4 	<p>Anti-bullying (AB 5/6)</p> <ul style="list-style-type: none"> a) Can I explain how people who bully might use exclusion or manipulation? CF2 b) Are there different rates of bullying online or in person? OSA1 c) Can I define the characteristics and different forms of bullying, on and offline? RKR9 d) What does indirect bullying look like within groups and how can I respond? RKR9 e) Might people in particular groups experience bullying in different ways? RKR5 f) How does prejudice sometimes lead people to bully others? RKR9 g) How do people bully others online and how can I help others to prevent and manage this? W08 h) How might bullying on an offline affect people's mental well-being and behaviour GW7 i) How can I safely be an assertive 'upstander' in bullying situations and get help from a trusted adult? RKR9 j) Can I identify ways people can work together to prevent bullying in school and the wider community? RKR9

Diversity and Community and Being Safe

Reception	Year 1	Year 2
<p>Identities and Diversity (ID F)</p> <p>a) Who are the people in my class and how are we similar to and different from each other? PCC</p> <p>b) Who are the people in my family, and who are the people in other families?</p> <p>c) What is especially important to my family and me?</p> <p>d) What are some of the similarities and differences in the way people live their lives? PCC</p> <p>e) What is life like in other countries? PCC</p> <p>f) How can we value different types of people including what they believe in and how they live their lives?</p> <p>g) How do we celebrate what we believe in and how is this different for different people? PCC</p>	<p>Being Safe BS 1/2</p> <p>a. Can I identify different feelings and tell others how I feel? GW</p> <p>b. Which school/classroom rules are about helping people to feel safe? BS</p> <p>c. Can I name my own Early Warning Signs? BS</p> <p>d. How do I know which adults and friends I can trust? CF</p> <p>e. Who could I talk with if I have a worry or need to ask for help? BS</p> <p>f. What could I do if a friend or someone in my family isn't kind to me? BS</p> <p>g. Can I identify private body parts and say 'no' to unwanted touch? DB/BS</p> <p>h. What could I do if I feel worried about a secret? BS</p> <p>i. What could I do if something worries or upsets me when I am online? BS/WO</p>	<p>Diversity and Community DC1/2</p> <p>a) What makes me 'me' what makes you 'you'? RKR8</p> <p>b) Do all boys and girls like the same things? RKR8</p> <p>c) What is my family like and are all families the same? FP3</p> <p>d) What different groups do we belong to RKR5</p> <p>e) What is a stereotype, and can I give some examples? RKR10</p> <p>f) Who helps people in my locality and what help do people need? GW1</p> <p>g) What does my community mean and how does it feel to belong to it GW1</p> <p>h) How do people find out about what is happening in my community</p> <p>i) How do we care for animals and plants? GW1</p> <p>j) How can I help look after my school?</p>
Year 3	Year 4	
<p>Being Safe BS 3/4</p> <p>a. How do I recognise my own feelings and communicate them to others? GW</p> <p>b. Which school/classroom rules are about helping people to feel safe? RKR</p> <p>c. Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS</p> <p>d. What qualities do trusted adults and trusted friends have? CF</p> <p>e. Who is on my network of support and how can I ask them for help? BS</p> <p>f. What could I do if I feel worried about a friendship or family relationship? BS</p> <p>g. What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS</p> <p>h. How can I decide if a secret is safe or unsafe? BS</p> <p>i. How can I keep safe online? BS/WO</p>	<p>Diversity and Community DC 3/4</p> <p>a) What have we got in common and how are we different? RKR8</p> <p>b) How might other people's expectations of how girls and boys should behave affect our choices? RKR8</p> <p>c) How are our families the same and how are they different? FP3</p> <p>d) Do people who live in my locality have different traditions, cultures and beliefs RKR5</p> <p>e) How does valuing diversity benefit everyone? RKR5</p> <p>f) Why are stereotypes unfair and how can I challenge them? RKR10</p> <p>g) How do people in my community benefit from belonging to different groups? GW1</p> <p>h) What are the roles of people who support others with different needs in my community? GW1</p> <p>i) How does the media work in my community?</p> <p>j) How can we care for the local environment and what are the benefit? GW1</p> <p>k) What do animals need and what are our responsibilities?</p>	

Year 5	Year 6
<p>Being Safe BS 5/6</p> <ol style="list-style-type: none"> How do I recognise my own feelings and consider how my actions may affect the feelings of others? GW Can I use my Early Warning Signs to judge how safe I am feeling? BS How do I judge who is a trusted adult or trusted friend? CF How can I seek help or advice from someone on my network of support and when should I review my network? BS How could I report concerns of abuse or neglect? BS Can I identify appropriate & inappropriate or unsafe physical contact? BS How do I judge when it is not right to keep a secret and what action could I take? BS How can I recognise risks online and report concerns? OSA What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS 	<p>Diversity and Community DC5/6</p> <ol style="list-style-type: none"> How do other people's perceptions views and stereotypes influence my sense of identity? RKR8 How do people's views of how girls and boys should behave affect my identity, friendships behaviour and choices? RKR8 What are people's different identity's locally and in the UK? RKR5 How can I show respect to those with different lifestyles beliefs and traditions RKR5 Which wider communities and groups do I belong to and how does this benefit me? GW1 What are voluntary organisations and how do they make a difference? GW1 What is the role of the media and how does it influence me and my community? Who cares for the wider environment and what is my contribution? GW1

7.2 Linked National Documents

[RSE and Health Education 2025](#)

[Children and Social Work Bill 2017.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

7.3 Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs.
- Accurate, up-to-date, useful and age-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 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 as appropriate.

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 their pupils.
- Professional guidance and support.
- A clear understanding of school policy relating to RSE.

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

- Accurate, up-to-date, information about RSE policy, delivered in an accessible way.
- A safe learning environment for their children.
- Information on how and when their children are taught RSE.
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right.
- Have their views and needs listened to in a respectful, non-judgemental manner.