

Appendix 7.1 - Curriculum Coverage

Beginnings of RSE - Foundation Stage (Age 4-5)

Early Learning Goals

Managing Self: Children can manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Self-Regulation: • Children have an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly, and are able to wait for what they want and control their immediate impulses when appropriate. They 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.

Building Relationships: Children work and play cooperatively and take turns with others. They form positive attachments to adults and friendships with peers and show sensitivity to their own and to others' needs.

Past and Present: Children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

People Culture and Communities: Children describe their immediate environment and can explain some similarities and differences between life in this country and life in other countries. They know some similarities and differences between different religious and cultural communities in this country.

The Natural World: Children explore the natural world around them, making observations and drawing pictures of animals and plants. They know some similarities and differences between the natural world around them and contrasting environments. They 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 BG F My Body and Growing Up.

Knowledge	Skills	Attitudes
What does my body look like? How has my body changed as it has grown? Who are the members of my family and trusted people who look after me?	What differences and similarities are there between our bodies? How can I look after my body and keep it clean?	What can my body do? How am I learning to take care of myself and what do I still need help with? How do I feel about growing up?
The following section gives the Learning Objectives included in the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.		
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.	To recognise similarities and differences between the bodies of girls and boys. To understand ways of looking after their body and keeping it clean.	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 they feel about growing up.

RSE Key Stage 1 (Year 1/2)

<p>Statutory Science Curriculum (2014)</p> <p>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.</p> <p>Y2 notice that animals, including humans, have offspring which grow into adults.</p> <p>Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Statutory Relationships and Health Education 2020</p> <p>FP 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.</p> <p>FP that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>BS that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>BS how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>HP about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</p> <p>CAB key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>CAB about menstrual wellbeing including the key facts about the menstrual cycle.</p>	
<p>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 PDP Units Relationships and Sex Education. Those in bold text are directly linked to the statutory requirements.</p> <p>BS= Relationships Education, Being Safe, FP= Relationships Education, Families and People who care for me, CAB= Health Education, Changing Adolescent Body, HP= Health Education, Health and Prevention.</p>		
Knowledge	Skills	Attitudes
<p>What are the names of the main parts of the body? BS</p> <p>How can I keep my body clean? HP</p> <p>How can I avoid spreading common illnesses and diseases? HP</p> <p>What’s growing in that bump? (Science)</p> <p>What do babies and children need from their families? FP</p>	<p>What can my amazing body do?</p> <p>How do babies change and grow? CAB</p> <p>How have I changed since I was a baby? CAB</p>	<p>Which stable, caring relationships are at the heart of families I know? FP</p> <p>When am I in charge of my actions and my body? BS</p> <p>What are my responsibilities now I’m growing up? CAB</p>
<p>In the following topics, we cover further areas of statutory Relationships Education. These areas support the learning in RSE: Anti-bullying, Digital Lifestyles, Diversity and Communities, Family and Friends, Managing Change, My Emotions, Personal Safety</p>		

RSE Key Stage 2 (Year 3/4)

<p>Statutory Science Curriculum (2014)</p> <p>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.</p> <p>Y2 notice that animals, including humans, have offspring which grow into adults.</p> <p>Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Y4 explore and use classification keys to help group, identify and name a variety of living things</p>	<p>Statutory Relationships and Health Education</p> <p>FP 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.</p> <p>FP that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>BS that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>HP about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</p> <p>CAB key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>CAB about menstrual wellbeing including the key facts about the menstrual cycle</p>
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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 PDP Units Relationships and Sex Education. Those in **bold text** are directly linked to the statutory requirements.

BS= Relationships Education, Being Safe, FP= Relationships Education, Families and People who care for me, CAB= Health Education, Changing Adolescent Body, HP= Health Education, Health and Prevention

Knowledge	Skills	Attitudes
<p>How are males and females different and what are the different parts called? BS</p> <p>When do we talk about our bodies and who do we talk to? BS</p> <p>What are the main stages of the human life cycle? (Science)</p> <p>How did I begin? (Sex Ed)</p> <p>How do different illnesses and diseases spread and what can I do to prevent this? HP</p>	<p>Why is it important to keep myself clean? HP</p> <p>What am I responsible for now and how will this change? CAB</p> <p>What can I do for myself to stay clean and how will this change in the future? HP</p>	<p>What can my body do and how is it special?</p> <p>How different caring, stable adult relationships create a secure environment for children to grow up? FP</p> <p>What does it mean to be ‘grown up’? CAB</p>

In the following topics, we cover further areas of statutory Relationships Education. These areas support the learning in RSE: Anti-bullying, Digital Lifestyles, Diversity and Communities, Family and Friends, Managing Change, My Emotions, Personal Safety

RSE Key Stage 2 (Year 5/6)

Statutory Science Curriculum (2014)	Statutory Relationships and Health Education
<p>Y4 explore and use classification keys to help group, identify and name a variety of living things.</p> <p>Y5 describe the life process of reproduction in some plants and animals.</p> <p>Y5 describe the changes as humans develop to old age.</p> <p>Y6 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms.</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Y6 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<p>FP 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.</p> <p>FP that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>BS that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>HP about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</p> <p>CAB key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>CAB about menstrual wellbeing including the key facts about the menstrual cycle</p>

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 PDP Units Relationships and Sex Education. Those in **bold text** are directly linked to the statutory requirements.

Knowledge	Skills	Attitudes
<p>What are male and female sexual parts called and what are their functions? BS</p> <p>How can I talk about sexual body parts confidently and appropriately? BS</p> <p>What happens to different bodies at puberty? CAB</p> <p>How can I reduce the spread of a wider range of viruses and bacteria? HP</p> <p>What are different ways babies are conceived and born? (Sex Education)</p>	<p>How can I keep my growing and changing body clean? HP</p> <p>What effect might puberty have on feelings and emotions? CAB</p> <p>What should adults think about before they have children? FP</p>	<p>What might influence my view of my body?</p> <p>What are families like? FP</p> <p>Why might people get married or become civil partners? FP</p> <p>When can I take responsibility for how others feel? MW</p>

In the following topics, we cover further areas of statutory Relationships Education. These areas support the learning in RSE: Anti-bullying, Digital Lifestyles, Diversity and Communities, Family and Friends, Managing Change, My Emotions, Personal Safety