



### Relationships and sex education

From September 2020, relationships and sex education (RSE) will be statutory in all schools at key stages 1 and 2. Education about relationships is covered through many aspects of the primary PSHE however an integral part of this is preparing children for the physical and emotional changes of puberty before they experience them.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Please find below an overview of these sessions below. This includes content, key vocabulary, science national curriculum links and personal, social, health emotional (PSHE) links.

<b>Key Stage One (Years 1 and 2)</b>	<b>Content</b>	<b>Vocabulary</b>	<b>PSHE links</b>	<b>Science links</b>
My special people	This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. This lesson is based on a story,	special, person, people, friend, family, care, caring, help, thanks	<b><u>Relationships</u></b> <b>R9.</b> to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	

	<p><i>Grandfather and I</i> by Helen E. Buckley, (an alternative story can be used if preferred). Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.</p>			
<p>Growing up: The human life cycle</p>	<p>This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing</p>	<p>grow, change, difference, baby, toddler, child, adult, older person, independent, responsibility,</p>	<p><b><u>Health and well-being</u></b>  H8. about the process of growing from young to old and how people's needs change   H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p>	<p><b><u>Year 2- Animals including humans</u></b>  Pupils should be taught to notice that animals, including humans, have offspring</p>

	(puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.			which grow into adults
Everybody's body	Pupils may have been using a variety of different words to name the male and female genitalia/sex parts, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts	same, different, male, female, boy, girl, body, born, private parts, sex parts, penis, testicles, vagina, vulva, gender	<p><b><u>Health and well-being</u></b></p> <p>H10. the names for the main parts of the body (including external genitalia) the bodily similarities and differences between boys and girls</p> <p>H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p> <p><b><u>Relationships</u></b></p>	<p><b><u>Year 2- Animals including humans</u></b></p> <p>Pupils should be taught to identify, name, draw and label the basic parts of the human body and say</p>

	<p>correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. It is suggested that this lesson is taught within the context of other learning about similarities and differences (e.g. growing and changing, people and animals). This lesson also begins to address the issue of gender stereotypes.</p>		<p>R9. to identify and respect the differences and similarities between People</p> <p><b><u>Living in the wider world</u></b></p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p>	<p>which part of the body is associated with which sense</p>
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<u>Lower Key Stage Two (Years 3 and 4)</u>	<u>Content</u>	<u>Vocabulary</u>	<u>PSHE links</u>	<u>Science links</u>
What makes a good friend?	This lesson builds on pupils' learning from key stage one about special people and extends their learning about their close networks and friendships. The focus is on the qualities of being a good friend and the importance of friendship in all our lives. This lesson will help to develop pupils' understanding of positive, healthy relationships, and is written at a level appropriate for pupils in year 3 or 4. This concept is re-visited in upper key stage two.	friend, friendship, special, close, caring, valuable, different, qualities, important	<b><u>Relationships</u></b> R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	
Falling out with friends	This lesson follows on from the previous lesson	friend, friendship,	<b><u>Relationships</u></b> R2. to recognise what constitutes	

	<p>- What makes a good friend? Sometimes, even good friends have disagreements or 'fall out' – it is important that pupils learn that there are ways to manage this if it happens to them. Pupils should understand that a quarrel does not always mean the end of a friendship and that there are things they can do that might help to mend or strengthen their friendship. To further develop their understanding, pupils explore strategies they can use to try to solve problems that can arise in friendships and to seek help if they need it.</p>	<p>argument, quarrel, fall-out, making-up, apologise, solve, solution</p>	<p>a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R12. to develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and to support others to benefit themselves</p>	
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<u>Upper Key Stage Two (Years 5 and 6)</u> <u>Puberty-taught</u> <u>Autumn Term</u>	<u>Content</u>	<u>Vocabulary</u>	<u>PSHE links</u>	<u>Science links</u>
Time to change	The first lesson focuses on some of the external changes that happen to the body.	puberty, change, grow, mature, child, teenage, adult, private parts, genitals, vulva, vagina, penis, testicles, breasts, pubic hair, Adam's apple	<p><b><u>Health and well-being</u></b></p> <p>H8. about change</p> <p>H18. how their bodies will, and emotions may, change as they approach and move through puberty</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and Safe</p> <p><b><u>Relationships</u></b></p> <p>R8. to identify and respect the differences and similarities between people</p> <p>R13. that differences and similarities between people arise from a</p>	<p><b><u>Year 5- Animals including humans</u></b></p> <p>Pupils should be taught to describe the changes as humans develop to old age</p>

			number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	
Menstruation and wet dreams	The second lesson focuses in more detail on some of the external and internal changes that happen to the human body.	internal, inside, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, clitoris, labia, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, re-useable, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation,	<p><b><u>Health and well-being</u></b></p> <p>H8. about change</p> <p>H18. how their bodies will, and emotions may, change as they approach and move through puberty</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p><b><u>Relationships</u></b></p> <p>R7. to offer constructive support and feedback to others</p> <p><b><u>Living in the wider world</u></b></p> <p>L1. to discuss topical issues, problems and events that are of</p>	<p><b><u>Year 5- Animals including humans</u></b></p> <p>Pupils should be taught to describe the changes as humans develop to old age</p>



		wet dream, pubic hair	concern to them and offer their recommendations to appropriate people	
Physical hygiene	This lesson helps pupils to recognise the importance of personal hygiene during puberty, and to consider some of the questions young people may have about the physical changes at puberty.	hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, periods, sanitary protection, tampon, pads, re-useable	<b><u>Health and well-being</u></b> H6. 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  H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these	<b><u>Year 5- Animals including humans</u></b> Pupils should be taught to describe the changes as humans develop to old age
Emotions and feelings	This lesson focuses in more detail on some of the emotional changes that may take place during puberty and outlines some of the changes that may occur in friendships and other relationships. It teaches pupils where and how to get help and support.	emotions, roller coaster, up and down, frustrated, angry, moody, sexy feelings, adolescent, advice, support	<b><u>Health and well-being</u></b> H6. 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  H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these	<b><u>Year 5- Animals including humans</u></b> Pupils should be taught to describe the changes as humans develop to old age

Appendix 1

			<b><u>Relationships</u></b> R2. to recognise that their behaviour can affect other people	
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<p style="text-align: center;"><u>Year 6</u></p> <p style="text-align: center;"><u>Puberty-taught</u> <u>Summer Term</u></p>	<p style="text-align: center;"><u>Content</u></p>	<p style="text-align: center;"><u>Vocabulary</u></p>	<p style="text-align: center;"><u>PSHE links</u></p>	<p style="text-align: center;"><u>Science links</u></p>
<p>Puberty- recap and review</p>	<p>This lesson has been designed to consolidate pupils' previous learning about puberty and is specifically aimed at year 6 pupils. Pupils should have already learned about puberty in year 5, but this lesson gives them the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made. It will also allow pupils to revisit key vocabulary used in later lessons.</p>	<p>puberty, person, child, teenager, adult, changing, growing, physical, emotions, feelings, bodies, now, future</p>	<p><b><u>Health and well-being</u></b> H8. about change H18. how their bodies will, and emotions may, change as they approach and move through puberty  H20. about taking care of their body</p>	
<p>Puberty, change and becoming independent</p>	<p>This lesson extends pupils' thinking about puberty and the concept</p>	<p>change, life cycle, baby, toddler, child,</p>	<p><b><u>Health and well-being</u></b> H11. to recognise how their increasing independence brings</p>	

	of change throughout our lives.	adolescent, teenager, adult, middle-age, older person, growing up, feelings, emotions, independence	<p>increased responsibility to keep themselves and others safe H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p><b><u>Living in the wider world</u></b> L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>	
Positive healthy relationships	It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that this might bring.	Relationship, friendship, couple, love, positive, qualities, values, expectations, responsibility, responsibilities	<p><b><u>Relationships</u></b> R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p>	

			<p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>	
How babies are made.	By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having	Love, respect, consent, commitment, female, male, human, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vulva,	<p><b><u>Health and wellbeing</u></b> H19. about human reproduction</p> <p><b><u>Relationships</u></b> R2. Pupils should have the opportunity to learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>	<p><b><u>Year 6- Evolution and inheritance.</u></b></p> <p>Pupils should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>

	<p>an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school. This lesson emphasises that having sexual intercourse or the decision to have a baby is something for when they are much older. It also emphasises the importance of consent in this context. The lesson enables pupils to reflect on the values and responsibilities within healthy adult relationships and is therefore set clearly within RSE— as part of the wider PSHE education curriculum.</p>	<p>vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception</p>		
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