

## Relationships and Sex Education – Primary Curriculum Detail

	<b>PSHE Association: Programme of Study Links</b>	<b>Skills</b>	<b>Suggested Learning Objectives and Possible Learning Outcomes (please select/adapt as appropriate)</b>	<b>Additional Guidance</b>	
<b>Year 1</b>					
<p><b>Lesson One</b> <i>Who are the people in my life that love and care for me?</i></p> <p><b>2020 Statutory Guidance – Families and people who care for me:</b>                      - 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.                      -- 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>	<p><b>KS1 R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>KS1 R3.</b> about different types of families including those that may be different to their own</p> <p><b>KS1 L6.</b> to recognise the ways they are the same as, and different to, other people</p>	<p>Self-awareness</p>	<p><b>Learning objective:</b> To learn about the people in my life that care for me and love me.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Identify the important relationships in my life and those that provide love</li> <li>✓ Describe a family and understand that all families are special and different</li> <li>✓ Recognise the different ways our that people care for us and how we can care for them in return</li> </ul>	<p>Be aware of vulnerable pupils &amp; safeguarding (family backgrounds/history)</p>	

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<p><b>Lesson Two</b> <i>What are the differences and similarities between people?</i></p>	<p><b>KS1 R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>KS1 L6.</b> to recognise the ways they are the same as, and different to, other people</p>	<p>Self awareness</p> <p>Clarifying &amp; re-evaluating values &amp; beliefs</p>	<p><b>Learning objective:</b> To learn about the similarities and differences between themselves and other people.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Identify similarities and differences in people</li> <li>✓ Recognise that we are all equal and that it is acceptable to be different</li> <li>✓ Respect and value difference</li> </ul>		
<p><b>Lesson Three</b> <i>What are the similarities between girls and boys?</i></p>	<p><b>KS1 R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>KS1 H25.</b> to name the main parts of the body including external</p>	<p>Self-awareness</p>	<p><b>Learning objective:</b> To learn about the similarities between boys and girls.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Describe similarities and differences between</li> </ul>	<p>Be aware that vocabulary around body parts particularly when discussing genitalia may not be developed. Often children use non-scientific</p>	<p>_____</p> <p>_____</p>

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	genitalia (e.g. vulva, vagina, penis, testicles)		ourselves and others ✓ Name the main parts of the body ✓ Name body parts including male and female genitalia	words.
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<p><b>Lesson One</b> <i>What is private? (body parts)</i></p> <p><b>2020 Statutory Guidance – Being Safe:</b> - 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 report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p><b>KS1 R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>KS1 H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p><b>KS1 R15.</b> how to respond safely to adults they don’t know</p> <p><b>KS1 R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p>	<p>Self-awareness</p> <p>Assertiveness</p>	<p><b>Learning objective:</b> To learn about what parts of our bodies are private.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Recognise I have the right to protect my body from inappropriate or unwanted contact</li> <li>✓ Label the parts of the body that are private</li> <li>✓ Explain who they would speak to if their privacy was not respected</li> </ul>	<p>Be aware of vulnerable pupils &amp; safeguarding (family backgrounds/history). If time allows it is useful to explore feeling unsafe and how they should listen to these feelings and tell someone if they are worried. For lessons covering a sensitive topic always provide information at the end of the lesson on who children can speak to with any worries or concerns.</p>	
<p><b>Lesson Two</b> <i>What happens when the body grows young to old?</i></p>	<p><b>KS1 H26.</b> about growing and changing from young to old and how people’s needs</p>	<p>Self-awareness</p>	<p><b>Learning objective:</b> To learn about the body and the human life cycle.</p>	<p>This topic may also be covered during science lessons. Extension activities</p>	

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	change		<p><b>Learning outcomes:</b></p> <p>I can...</p> <ul style="list-style-type: none"> <li>✓ Recognise how all living things including humans start life as babies</li> <li>✓ Identify key stages in the human life-cycle (baby, child, adult)</li> <li>✓ Explore how I have changed since I was a baby</li> </ul>	are available at the end of this lesson.
<p><b>Lesson Three</b> <i>What is fair, unfair, kind and unkind?</i></p> <p><b>2020 Statutory Guidance – Caring friendships:</b> - <i>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i> - <i>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.</i></p>	<p><b>KS1 R21.</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>KS1 R6.</b> about how people make friends and what makes a good friendship</p> <p><b>KS1 R7.</b> about how to recognise when they or someone else feels lonely and what to do</p>	<p>Communication</p> <p>Negotiation &amp; conflict resolution</p>	<p><b>Learning objective:</b> To learn about what we mean when use words such as fair, unfair, kind and unkind.</p> <p><b>Learning outcomes:</b></p> <p>I can...</p> <ul style="list-style-type: none"> <li>✓ Recognise when something is unfair or unkind.</li> <li>✓ Recognise what is fair and kind behaviour, including recognising and responding to someone feeling lonely.</li> <li>✓ Describe how to respond if someone was being unkind and who to tell about this.</li> <li>✓ Give examples of kindness and unkind behaviours</li> </ul>	Provide information at the end of the lesson on who children can speak to with any worries or concerns.

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Year 3					
<p><b>Lesson One</b> <i>What is personal space?</i></p> <p><b>2020 Statutory Guidance – Being Safe:</b>  <i>- 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 report concerns or abuse, and the vocabulary and confidence needed to do so.</i></p>	<p><b>KS2 R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p><b>KS2 R24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p><b>KS2 R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>	<p>Self-awareness</p> <p>Communication</p>	<p><b>Learning objective:</b> To learn about what is meant by personal space.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ List reasons why touch is important</li> <li>✓ Describe what kind of physical contact is acceptable or unacceptable.</li> <li>✓ Describe how to respond to unwanted contact.</li> <li>✓ Define what is personal space and personal boundaries.</li> </ul>	<p>Be aware of vulnerable pupils &amp; safeguarding (family backgrounds/history). Some sensitive lesson topics may increase the risk of disclosure and it is therefore important to allow time to explore feeling unsafe and who they should speak to if they are worried or concerned.</p>	

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<p><b>Lesson Two</b> <i>What does a healthy relationship look like?</i></p> <p><b>2020 Statutory Guidance – Families and people who care for me:</b> - 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. - 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> <p><b>Caring friendships:</b> - 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,</p>	<p><b>KS2 R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>KS2 R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p><b>KS2 R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><b>KS2 R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p>	<p>Self-awareness</p> <p>Clarifying &amp; re-evaluating values &amp; beliefs</p>	<p><b>Learning objective:</b> To learn about what a healthy relationship looks like and what skills are required to maintain a relationship.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Recognise different types of healthy relationships</li> <li>✓ Describe what makes a relationship unhealthy</li> <li>✓ Understand how to develop positive relationships, including recognising and responding so someone feeling lonely.</li> <li>✓ Identify who to talk to if worried and required support</li> </ul>	<p>For lessons covering a sensitive topic always provide information at the end of the lesson on who children can speak to with any worries or concerns.</p>
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<p><i>sharing interests and experiences and support with problems and difficulties.</i></p> <p><i>- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</i></p> <p><i>- 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.</i></p>	<p><b>KS2 R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p>				
<p><b>Lesson Three</b></p> <p><i>Why is being equal important in relationships?</i></p> <p><b>2020 Statutory Guidance – Caring friendships:</b></p> <p><i>- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i></p>	<p><b>KS2 R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p>	<p>Communication</p> <p>Clarifying &amp; re-evaluating values &amp; beliefs</p> <p>Negotiation &amp; conflict resolution</p>	<p><b>Learning objective:</b></p> <p>To learn about the importance of equality.</p> <p><b>Learning outcomes:</b></p> <p>I can...</p> <ul style="list-style-type: none"> <li>✓ Listen to others and respond or challenge other views appropriately</li> <li>✓ Define the meaning of respect in relationships and the importance of working with others collaboratively</li> <li>✓ Understand the importance of respecting other people’s feelings</li> </ul>		



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Year 4					
<p><b>Lesson One</b> <i>What is diversity?</i></p> <p><b>2020 Statutory Guidance – Families and people who care for me:</b> <i>- 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.</i></p> <p><b>Respectful relationships:</b> <i>- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different</i></p>	<p><b>KS2 R2.</b> that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p><b>KS2 R7.</b> to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p><b>KS2 R32.</b> about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p>	<p>Clarifying &amp; re-evaluating values &amp; beliefs</p>	<p><b>Learning objective:</b> To learn about the importance of diversity and celebrating difference.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Identify similarities and differences between people.</li> <li>✓ Recognise diversity within our communities</li> <li>✓ Describe different groups to which we are part of in our communities.</li> <li>✓ Demonstrate respect for difference and communicate this to others</li> </ul>	<p>This lesson could be linked to national campaigns, human right lessons.</p> <p>This may be a sensitive topic for some pupils therefore it is important to end the lesson with signposting to appropriate support or further advice for pupils</p>	

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<p><i>choices or have different preferences or beliefs.</i></p>	<p><b>KS2 R33.</b> to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><b>R34.</b> how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p> <p><b>KS2 L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>				
<p><b>Lesson Two</b> <i>Do boys and girls have different roles?</i></p>	<p><b>KS2 L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>KS2 L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>Self-awareness</p> <p>Clarifying &amp; re-evaluating values &amp; beliefs</p>	<p><b>Learning objective:</b> To learn about the roles played by boys and girls.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Identify simple gender stereotypes</li> <li>✓ Define the meaning of the words ‘stereotype’ and ‘discrimination’</li> <li>✓ To reflect on what we feel about difference and that different things contribute to our identity</li> <li>✓ Challenge stereotypical thinking</li> </ul>		

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<p><b>Lesson Three</b> <i>What changes happen to my body?</i></p> <p><b>2020 Statutory Guidance - Changing adolescent body:</b> <i>- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - about menstrual wellbeing including the key facts about the menstrual cycle.</i></p>	<p><b>KS2 H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><b>KS2 H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty</p> <p><b>KS2 H31.</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p>	<p>Self-awareness</p>	<p><b>Learning objective:</b> To learn about the changes that happen to my body when I become an adult and how to maintain my personal hygiene.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Label the main parts of the body and how it differs for boys, girls, men and women.</li> <li>✓ describe key body changes when men and women become adults</li> <li>✓ Explain key steps required to maintain personal hygiene into adulthood.</li> </ul>	<p>The school nurse would be able to support the delivery of this lesson. It is up to each school to decide on what year group this lesson is delivered to.</p> <p>Informing parents / carers of when these lessons are being delivered will enable them to respond appropriately and in a timely manner to any potential questions that may arise following these lessons. It is important to end the lesson with signposting to appropriate support or further advice for pupils, should they have any further questions, even if this is simply encouraging them to discuss with family at home.</p>
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Year 5					
<p><b>Lesson One</b> <i>What are the different relationships in my life?</i></p> <p><b>2020 Statutory Guidance – Families and people who care for me:</b> - 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. - 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>	<p><b>KS2 R7.</b> to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p><b>KS2 R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>KS2 R27.</b> about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>Self-awareness</p> <p>Self-regulation</p>	<p><b>Learning objective:</b> To learn about the different relationships in my life.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Identify different relationships in my life, including different types of family.</li> <li>✓ Recognise the difference between good and bad secrets</li> <li>✓ Describe what a healthy relationship looks like.</li> <li>✓ Understand the feelings of others and how to respond to this, such as being lonely/ excluded</li> </ul> <p>Identify who I would approach for help</p>	<p>This may be a sensitive topic for some pupils therefore it is important to end the lesson with signposting to appropriate support or further advice for pupils</p>	<p><a href="#">SEN IMatter</a> has further resources.</p> <p>The NSPCC has a range of relevant and useful resources</p> <p><a href="#">Medway / PSHE Association RSE Resource</a> – YR 6 – Lesson 3 – Positive and Healthy Relationships</p> <p>Activities and resources can be found in <a href="#">Growing and Changing</a> – YR5 – Different Relationships</p>
<p><b>Lesson Two</b> <i>What is puberty?</i></p> <p><b>2020 Statutory Guidance - Changing adolescent body:</b></p>	<p><b>KS2 H31.</b> about the physical and emotional changes that happen when approaching</p>	<p>Self-awareness</p> <p>Self-regulation</p>	<p><b>Learning objective:</b> To learn about puberty and what it means for me.</p> <p><b>Learning outcomes:</b></p>	<p>For lessons covering a sensitive topic always provide information at the end of the lesson on who children can</p>	<p>The Healthy schools Growing &amp; changing lessons can be</p>

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<p>- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>- about menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p><b>KS2 H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty</p>		<p>I can...</p> <ul style="list-style-type: none"> <li>✓ Label the main parts of the body, including genitalia.</li> <li>✓ Describe how children change into adults so that they are able to reproduce and puberty is part of this process.</li> <li>✓ Define puberty and list physical and emotional changes that happen to boys and girls during puberty.</li> <li>✓ Describe how periods affect girls both physically and emotionally</li> <li>✓ Explain the steps required to look after my body during puberty and how to manage my personal hygiene.</li> </ul>	<p>speaking to with any worries or concerns. Informing parents / carers of when these lessons are being delivered will enable them to respond appropriately and in a timely manner to any potential questions that may arise following these lessons.</p> <p>The school nurse would be able to support the delivery of this lesson. It is up to each school to decide on what year group this lesson is delivered to.</p>	<p>accessed on our website <a href="#">here</a>.</p> <p><a href="#">SEN IMatter</a> has further resources.</p> <p><a href="#">Medway / PSHE Association RSE Resource</a> – Yr 4/5 – Lesson 2 – Menstruation and We t Dreams</p> <p>Activities and resources can be found in <a href="#">Growing and Changing</a> – YR 5 – Puberty</p>
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					<p>Changes</p> <p><b>The following links will provide useful further resources:</b></p> <p><a href="#">NHS Stages of Puberty</a></p> <p>NHS – <a href="#">Periods</a></p> <p><a href="#">Royal College of Psychologists - Surviving Adolescence</a></p> <p>Betty for Schools - <a href="#">Periods</a></p> <p>Sex Education Forum - <a href="#">Puberty</a></p>
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<p><b>Lesson Three</b> <i>What is unwanted touch?</i></p> <p><i>(Recommended to be delivered in conjunction with additional FGM lesson)</i></p> <p><b>2020 Statutory Guidance – Being Safe:</b></p>	<p><b>KS2 R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p><b>KS2 R9.</b> how to recognise if family relationships are making them feel unhappy or</p>	<p>Self-awareness</p>	<p><b>Learning Objectives:</b> To learn about unwanted touch and where to find support if I need it.</p> <p><b>Learning Outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Recognise that my body belongs to me and recall how to protect my body.</li> </ul>	<p>This may be a sensitive topic for some pupils therefore it is important to end the lesson with <b>signposting to appropriate support or further advice for pupils.</b></p>	<p><a href="#">SEN IMatter</a> has further resources.</p> <p>The NSPCC have a range of lessons and resources called <a href="#">PANTS</a>.</p>
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<p>- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>- 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.</p> <p>- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>- how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>unsafe, and how to seek help or advice</p> <p><b>KS2 R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>		<ul style="list-style-type: none"> <li>✓ Describe inappropriate and appropriate touch</li> <li>✓ Explain the right to privacy and where on my body is private</li> </ul>	<p>Students should be able to identify who they can speak to for support and how they can ask for support.</p>	<p><a href="#">Learning about Human Rights in the Primary School</a> – <b>Universal Declaration of Human Rights and UN Convention on the Rights of the Child</b></p>
<p><b>Additional Lesson</b> <i>Understanding FGM</i></p> <p><i>(Recommended to be delivered in conjunction with Lesson 3)</i></p> <p><b>2020 Statutory Guidance – Being Safe:</b></p> <p>- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>- about the concept of privacy</p>	<p><b>KS2 R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p><b>KS2 R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>KS2 R25.</b> recognise</p>	<p>Self-awareness</p>	<p><b>Learning objective:</b> To learn about FGM and where to find support if needed.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Recognise that my body belongs to me and recall how to protect my body.</li> <li>✓ Describe inappropriate and appropriate touch</li> <li>✓ Explain the right to privacy and where on my body is private</li> <li>✓ Recall simple facts about FGM and understand that is never acceptable.</li> </ul>	<p>This may be a sensitive topic for some pupils therefore it is important to end the lesson with <b>signposting to appropriate support or further advice for pupils.</b></p> <p>Students should be able to identify who they can speak to for</p>	<p><a href="#">SEN IMatter</a> has further resources.</p> <p>The NSPCC have a range of lessons and resources called <a href="#">PANTS</a>.</p> <p><a href="#">Learning about Human</a></p>

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<p><i>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.</i></p> <ul style="list-style-type: none"> <li>- <i>that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</i></li> <li>- <i>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</i></li> <li>- <i>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i></li> </ul>	<p>different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>			<p>support and how they can ask for support</p>	<p><a href="#">Rights in the Primary School</a> – <b>Universal Declaration of Human Rights and UN Convention on the Rights of the Child</b></p>
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## Relationships and Sex Education – Primary Curriculum Detail

Year 6					
<p><b>Lesson One</b> <i>What changes happen in my life?</i></p>	<p><b>KS2 H35.</b> about the new opportunities and responsibilities that increasing independence may bring</p>	<p>Positive risk-taking</p>	<p><b>Learning objective:</b> To learn about how responsibilities, rights and duties are part of our lives now and how they will change in the future</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Identify how as we grow and change, we have increased independence and responsibilities</li> <li>✓ Describe how to keep safe with increased independence</li> <li>✓ Explain why I have more responsibilities as I grow older</li> <li>✓ Identify reasons why transition may be challenging</li> </ul>	<p>This lesson could be linked to national campaigns, human right lessons.</p>	<p><a href="#">Medway / PSHE Association RSE Resource</a> – YR 6 – Lesson 2 – Change and Becoming Independent</p>
<p><b>Lesson Two</b> <i>What happens in a loving relationship (incl. marriage) and what is forced marriage?</i></p> <p><b>2020 Statutory Guidance – Families and people who care for me:</b> <i>-that marriage represents a formal and legally</i></p>	<p><b>KS2 R3.</b> about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p><b>KS2 R4.</b> that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for</p>	<p>Self-awareness</p> <p>Clarifying and re-evaluating values and beliefs</p>	<p><b>Learning objective:</b> To learn about how a loving relationship might result in marriage and what is meant by ‘forced marriage’.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Identify the positive qualities and expectations for different relationships</li> <li>✓ Describe different types of relationship, including marriage</li> <li>✓ Explain the similarities and differences between friendships and intimate</li> </ul>	<p>Be aware of vulnerable pupils &amp; safeguarding (family backgrounds/history). For lessons covering a sensitive topic always provide information at the end of the lesson on who children can speak to with any worries or concerns. Be aware that safeguarding issues may arise from</p>	<p>The following links will provide further resources for this lesson Freedom Charity – Lessons on <a href="#">Forced Marriage</a> from aged 10</p> <p>BBC Class Clip on <a href="#">Healthy and Unhealthy Relationships</a></p> <p>Further educational</p>

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<p><i>recognised commitment of two people to each other which is intended to be lifelong.</i> - 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>themselves or others</p> <p><b>KS2 R5.</b> that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p><b>KS2 R6.</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>		<p>relationships</p> <ul style="list-style-type: none"> <li>✓ Define forced marriage</li> </ul>	<p>discussion on these topics, if this did occur then school child protection procedure should be followed.</p>	<p>resources recommended by Amnesty International on forced marriage <a href="#">here</a>.</p>
<p><b>Lesson Three</b> <i>How is a baby made?</i></p>	<p><b>KS2 H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>KS2 H33.</b> about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby</p>	<p>Self-awareness</p>	<p><b>Learning objective:</b> To learn about reproduction.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Define the term reproduction</li> <li>✓ Label the male and female body parts associated with conception and pregnancy</li> <li>✓ Identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults</li> <li>✓ Explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)</li> <li>✓ Describe what pregnancy is, where it occurs</li> </ul>	<p>Informing parents / carers of when these lessons are being delivered will enable them to respond appropriately and in a timely manner to any potential questions that may arise following these lessons.</p> <p>The school nurse would be able to support the delivery of this lesson. It is up to each school to decide on what year group this lesson is delivered to or if they wish to include this lesson in there RSE</p>	<p><a href="#">SEN IMatter</a> has further resources.</p> <p><a href="#">Medway / PSHE Association RSE Resource</a> – YR 6 – How a baby is made</p> <p>BBC Class Clip on <a href="#">Reproduction</a></p> <p>Activities and resources can be found in <a href="#">Growing and Changing</a> – YR6 – Extension Lessons</p>

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	being made); how babies need to be cared for		and how long it takes in a human	curriculum.	
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