



Sex and Relationships Education (SRE)

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What is SRE?

Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up; relationships; sex; human sexuality; and sexual health.

What does SRE aim to achieve?

SRE aims to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

SRE aims to contribute to behaviour change, including reducing unprotected and unwanted sex, and reducing harmful behaviour, including sexual offences such as assault and abuse.

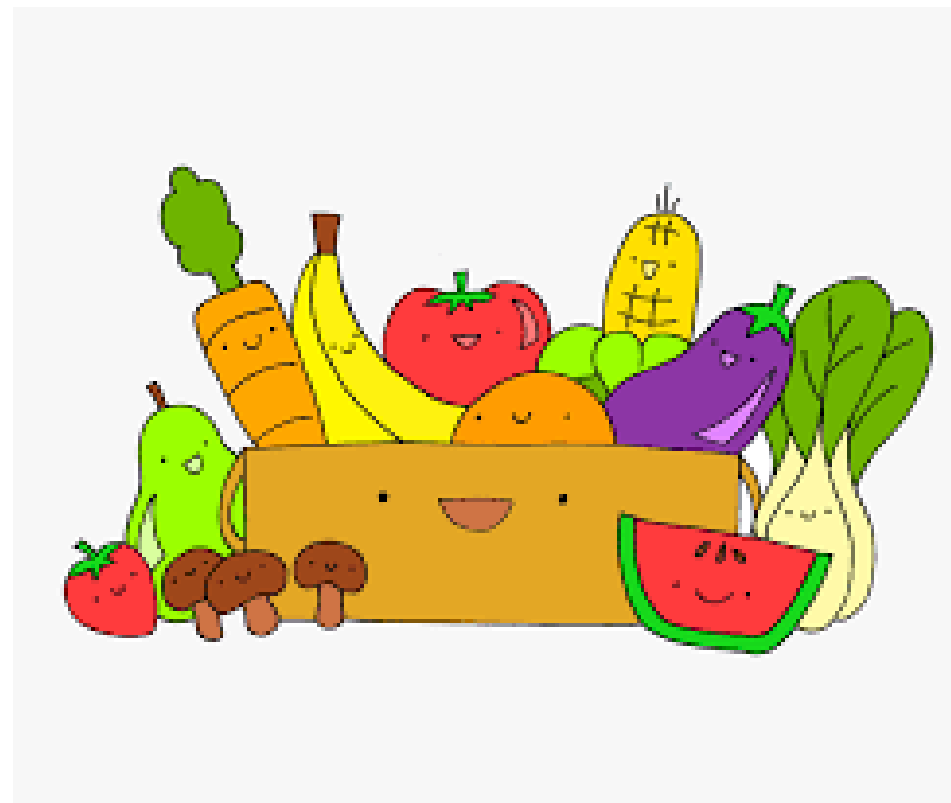
Aims and objectives

- To provide a secure, sensitive and caring framework where learning and discussion can take place.
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- Encourage the use of correct vocabulary.
- To foster self worth and awareness, together with a sense of moral responsibility.
- To help the children to acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness.
- To ensure that SRE is available to all children regardless of gender, ability, cultural or religious background in line with the schools policy on equal opportunities.

Why does SRE matter?

- Our children learn about sex and relationships from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.
- As well as this, in the UK, we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of Sexually Transmitted Infections (STIs) and Child Sexual Exploitation (CSE).
- Effective SRE does not encourage early sexual experimentation - but it does enable children and young people to mature, to build up their confidence and self esteem and to understand the reasons for delaying sexual activity until they are ready.

- Our Day
- Keeping ourselves clean
- Families
- Healthy eating



Curriculum Overview – Year 1

	PSHE Association: Programme of Study Links	Skills	Suggested Learning Objectives and Possible Learning Outcomes (please select/adapt as appropriate)	Additional Guidance	Further Resources
Year 1					
<p>Lesson One <i>Who are the people in my life that love and care for me?</i></p> <p>2020 Statutory Guidance – Families and people who care for me: <i>- 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.</i></p>	<p>KS1 R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>KS1 R3. about different types of families including those that may be different to their own</p> <p>KS1 L6. to recognise the ways they are the same as, and different to, other people</p>	<p>Self-awareness</p>	<p>Learning objective: To learn about the people in my life that care for me and love me.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Identify the important relationships in my life and those that provide love ✓ Describe a family and understand that all families are special and different ✓ Recognise the different ways our that people care for us and how we can care for them in return 	<p>Be aware of vulnerable pupils & safeguarding (family backgrounds/history)</p>	<p>SEN IMatter has further resources.</p> <p>Stonewall 'Different Families, Same Love' Resources</p> <p>Medway / PSHE Association RSE Resource YR1&2 Lesson 1 – My Special People</p>

Curriculum Overview – Year 1

<p>Lesson Two <i>What are the differences and similarities between people?</i></p>	<p>KS1 R23. to recognise the ways in which they are the same and different to others</p> <p>KS1 L6. to recognise the ways they are the same as, and different to, other people</p>	<p>Self awareness</p> <p>Clarifying & re-evaluating values & beliefs</p>	<p>Learning objective: To learn about the similarities and differences between themselves and other people.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Identify similarities and differences in people ✓ Recognise that we are all equal and that it is acceptable to be different ✓ Respect and value difference 		<p>The Northern Ireland Council for the Curriculum Examinations have resources here.</p> <p>Medway / PSHE Association RSE Resource</p> <p>Activities and resources can be found in Growing and Changing – YR 2 – Lesson 2 – Different and similar</p>
<p>Lesson Three <i>What are the similarities between girls and boys?</i></p>	<p>KS1 R23. to recognise the ways in which they are the same and different to others</p> <p>KS1 H25. to name the main parts of the body including external</p>	<p>Self-awareness</p>	<p>Learning objective: To learn about the similarities between boys and girls.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Describe similarities and differences between 	<p>Be aware that vocabulary around body parts particularly when discussing genitalia may not be developed. Often children use non-scientific</p>	<p>SEN IMatter has further resources</p> <p>Medway / PSHE Association RSE Resource – YR1&2</p>
	<p>genitalia (e.g. vulva, vagina, penis, testicles)</p>		<p>ourselves and others</p> <ul style="list-style-type: none"> ✓ Name the main parts of the body ✓ Name body parts including male and female genitalia 	<p>words.</p>	<p>Lesson 3 – Everybody's Body</p> <p>Activities and resources can be found in Growing and Changing – YR 1 – Lesson 2 – Males and Females</p>

Curriculum Overview – Year 2

<p>Year 2</p> <p>Lesson One <i>What is private? (body parts)</i></p> <p>2020 Statutory Guidance – Being Safe: - 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>KS1 R13. 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>KS1 H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>KS1 R15. how to respond safely to adults they don't know</p> <p>KS1 R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p>	<p>Self-awareness</p> <p>Assertiveness</p>	<p>Learning objective: To learn about what parts of our bodies are private.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recognise I have the right to protect my body from inappropriate or unwanted contact ✓ Label the parts of the body that are private ✓ Explain who they would speak to if their privacy was not respected 	<p>Be aware of vulnerable pupils & 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>The NSPCC have a range of lessons and resources called PANTS.</p>
<p>Lesson Two <i>What happens when the body grows young to old?</i></p>	<p>KS1 H26. about growing and changing from young to old and how people's needs</p>	<p>Self-awareness</p>	<p>Learning objective: To learn about the body and the human life cycle.</p>	<p>This topic may also be covered during science lessons. Extension activities</p>	<p>Medway / PSHE Association RSE Resource: YR1&2 -</p>

	<p>change</p>		<p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recognise how all living things including humans start life as babies ✓ Identify key stages in the human life-cycle (baby, child, adult) ✓ Explore how I have changed since I was a baby 	<p>are available at the end of this lesson.</p>	<p>Lesson 2 – We are Growing</p>
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Curriculum Overview – Year 2

<p>Lesson Three <i>What is fair, unfair, kind and unkind?</i></p> <p>2020 Statutory Guidance – Caring friendships: - <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>KS1 R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>KS1 R6. about how people make friends and what makes a good friendship</p> <p>KS1 R7. about how to recognise when they or someone else feels lonely and what to do</p>	<p>Communication</p> <p>Negotiation & conflict resolution</p>	<p>Learning objective: To learn about what we mean when use words such as fair, unfair, kind and unkind.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recognise when something is unfair or unkind. ✓ Recognise what is fair and kind behaviour, including recognising and responding to someone feeling lonely. ✓ Describe how to respond if someone was being unkind and who to tell about this. ✓ Give examples of kindness and unkind behaviours 	<p>Provide information at the end of the lesson on who children can speak to with any worries or concerns.</p>	<p>SEN IMatter has further resources</p> <p>Milton Keynes Council has produced the following lesson activities on fair, unfair and unkind behaviours</p> <p>Medway / PSHE Association RSE Resource – What makes a good friend</p>
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Curriculum Overview – Year 3

Year 3					
<p>Lesson One <i>What is personal space?</i></p> <p>2020 Statutory Guidance – Being Safe: - 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>KS2 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>KS2 R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>KS2 R25. 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>Learning objective: To learn about what is meant by personal space.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ List reasons why touch is important ✓ Describe what kind of physical contact is acceptable or unacceptable. ✓ Describe how to respond to unwanted contact. ✓ Define what is personal space and personal boundaries. 	<p>Be aware of vulnerable pupils & 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>	<p>SEN IMatter has further resources</p> <p>This link may also offer useful ideas for developing activities on this topic.</p> <p>The NSPCC have a range of lessons and resources called PANTS.</p>

Curriculum Overview – Year 3

<p>Lesson Two <i>What does a healthy relationship look like?</i></p> <p>2020 Statutory Guidance – Families and people who care for me: - 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>Caring friendships: - 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>KS2 R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>KS2 R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>KS2 R11. 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>KS2 R14. 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 & re-evaluating values & beliefs</p>	<p>Learning objective: To learn about what a healthy relationship looks like and what skills are required to maintain a relationship.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recognise different types of healthy relationships ✓ Describe what makes a relationship unhealthy ✓ Understand how to develop positive relationships, including recognising and responding so someone feeling lonely. ✓ Identify who to talk to if worried and required support 	<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>	<p>SEN IMatter has further resources</p> <p>PSHE Association has resources on healthy and unhealthy relationships for KS2-KS5 called 'Disrespect NoBody'.</p> <p>Activities and resources can be found in Growing and Changing – YR 4 What is a friend?</p>
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Curriculum Overview – Year 3

<p>Lesson Three <i>Why is being equal important in relationships?</i></p> <p>2020 Statutory Guidance – Caring friendships: <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>KS2 R11. 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 & re-evaluating values & beliefs</p> <p>Negotiation & conflict resolution</p>	<p>Learning objective: To learn about the importance of equality.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Listen to others and respond or challenge other views appropriately ✓ Define the meaning of respect in relationships and the importance of working with others collaboratively ✓ Understand the importance of respecting other people's feelings 		<p>PSHE Association has resources on healthy and unhealthy relationships for KS2-KS5 called 'Disrespect NoBody'.</p>
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Curriculum Overview – Year 4

Year 4					
<p>Lesson One <i>What is diversity?</i></p> <p>2020 Statutory Guidance – Families and people who care for me: <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>Respectful relationships: <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>KS2 R2. 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>KS2 R7. 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>KS2 R32. 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 & re-evaluating values & beliefs</p>	<p>Learning objective: To learn about the importance of diversity and celebrating difference.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Identify similarities and differences between people. ✓ Recognise diversity within our communities ✓ Describe different groups to which we are part of in our communities. ✓ Demonstrate respect for difference and communicate this to others 	<p>This lesson could be linked to national campaigns, human right lessons. 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>You may find some useful material/activities in the following resources:</p> <p>School Diversity Week Resources by Just Like Us</p> <p>Stonewall 'Different Families, Same Love' Resources</p> <p>Diversity Role Model resources</p>

Curriculum Overview – Year 4

<p>Lesson Two <i>Do boys and girls have different roles?</i></p>	<p>KS2 L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>KS2 L10. 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 & re-evaluating values & beliefs</p>	<p>Learning objective: To learn about the roles played by boys and girls.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Identify simple gender stereotypes ✓ Define the meaning of the words 'stereotype' and 'discrimination' ✓ To reflect on what we feel about difference and that different things contribute to our identity ✓ Challenge stereotypical thinking 		<p>Equality and Human Rights Commission – Learning Area 2 Challenging Stereotypes</p> <p>Equality and Human Rights Commission – Learning Area 3 – There's no such thing as a boy's/girl's job</p>
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<p>Lesson Three <i>What changes happen to my body?</i></p> <p>2020 Statutory Guidance - Changing adolescent body: - 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.</p>	<p>KS2 H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>KS2 H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>KS2 H31. 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>Learning objective: To learn about the changes that happen to my body when I become an adult and how to maintain my personal hygiene.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Label the main parts of the body and how it differs for boys, girls, men and women. ✓ describe key body changes when men and women become adults ✓ Explain key steps required to maintain personal hygiene into adulthood. 	<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>	<p>The Healthy schools Growing & changing lessons can be accessed on our website here.</p> <p>SEN iMatter has further resources.</p> <p>Medway / PSHE Association RSE Resource – Year 4/5 – Lesson 1 & 3 - Time to Change & Personal Hygiene</p> <p>Activities and resources can be found in Growing and Changing – YR4 – How will I change?</p> <p>The following links will provide useful further resources:</p>
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Curriculum Overview – Year 5

<p>Year 5</p> <p>Lesson One <i>What are the different relationships in my life?</i></p> <p>2020 Statutory Guidance – Families and people who care for me: - 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>KS2 R7. 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>KS2 R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>KS2 R27. 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>Learning objective: To learn about the different relationships in my life.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Identify different relationships in my life, including different types of family. ✓ Recognise the difference between good and bad secrets ✓ Describe what a healthy relationship looks like. ✓ Understand the feelings of others and how to respond to this, such as being lonely/ excluded <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>SEN IMatter has further resources.</p> <p>The NSPCC has a range of relevant and useful resources</p> <p>Medway/ PSHE Association RSE Resource – YR 6 – Lesson 3 – Positive and Healthy Relationships</p> <p>Activities and resources can be found in Growing and Changing – YR5 – Different Relationships</p>
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Curriculum Overview – Year 5

<p>Lesson Two <i>What is puberty?</i></p> <p>2020 Statutory Guidance - Changing adolescent body:</p>	<p>KS2 H31. about the physical and emotional changes that happen when approaching</p>	<p>Self-awareness</p> <p>Self-regulation</p>	<p>Learning objective: To learn about puberty and what it means for me.</p> <p>Learning outcomes:</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 & changing lessons can be</p>
<p>- <i>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i></p> <p>- <i>about menstrual wellbeing including the key facts about the menstrual cycle.</i></p>	<p>and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>KS2 H34. 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"> ✓ Label the main parts of the body, including genitalia. ✓ Describe how children change into adults so that they are able to reproduce and puberty is part of this process. ✓ Define puberty and list physical and emotional changes that happen to boys and girls during puberty. ✓ Describe how periods affect girls both physically and emotionally ✓ Explain the steps required to look after my body during puberty and how to manage my personal hygiene. 	<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. 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 here.</p> <p>SEN IMatter has further resources.</p> <p>Medway / PSHE Association RSE Resource – Yr 4/5 – Lesson 2 – Menstruation and We t Dreams</p> <p>Activities and resources can be found in Growing and Changing – YR 5 – Puberty</p>


Curriculum Overview – Year 5

<p>Lesson Three <i>What is unwanted touch?</i></p> <p><i>(Recommended to be delivered in conjunction with additional FGM lesson)</i></p> <p><i>2020 Statutory Guidance – Being Safe:</i></p>	<p>KS2 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>KS2 R9. how to recognise if family relationships are making them feel unhappy or</p>	<p>Self-awareness</p>	<p>Learning Objectives: To learn about unwanted touch and where to find support if I need it.</p> <p>Learning Outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recognise that my body belongs to me and recall how to protect my body. 	<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>SEN IMatter has further resources.</p> <p>The NSPCC have a range of lessons and resources called PANTS.</p>
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Additional FGM lesson

<p>Additional Lesson <i>Understanding FGM</i></p> <p><i>(Recommended to be delivered in conjunction with Lesson 3)</i></p> <p><i>2020 Statutory Guidance – Being Safe:</i> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - about the concept of privacy</p>	<p>KS2 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>KS2 R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>KS2 R25. recognise</p>	<p>Self-awareness</p>	<p>Learning objective: To learn about FGM and where to find support if needed.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recognise that my body belongs to me and recall how to protect my body. ✓ Describe inappropriate and appropriate touch ✓ Explain the right to privacy and where on my body is private ✓ Recall simple facts about FGM and understand that is never acceptable. 	<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>Students should be able to identify who they can speak to for</p>	<p>SEN IMatter has further resources.</p> <p>The NSPCC have a range of lessons and resources called PANTS.</p> <p>Learning about Human</p>
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Science coverage in Year 5

Subject	Science	Year Group	5	Unit title	Animals including humans B1
		<ul style="list-style-type: none"> ▪ Character: Children are naturally curious and want to be able to explain the world around them; Science enables them to do this. Through studying Science, children will learn systematic ways to approach answering their own questions, become problem solvers and build resilience when approaching tasks and investigations. ▪ Competence: Through studying several strands of science: Biology, Chemistry, Physics and Earth Science children will begin to understand the huge role Science has to play in our ever-developing world. The knowledge and skills they develop over the primary curriculum will inspire them to want to continue their scientific journey and become the change of the future. ▪ Community: Science enables communities to bring about change; our curriculum shows the children how this can be achieved on a small, local scale to a huge global contribution. They will learn that through science some of the problems we face as a population can be addressed. Our children will feel empowered to want to make these changes. 			
Aims/outcomes				Assessment	
Composite goals: Children understand the changes in development from conception to death <ul style="list-style-type: none"> ▪ <u>Understand a human life cycle</u> ▪ <u>Know the process of gestation</u> ▪ <u>Understand childhood development</u> ▪ <u>Understand the changes that occur in our bodies during puberty</u> ▪ <u>Understand how our bodies change during adulthood into old age</u> 				<ul style="list-style-type: none"> ▪ Retrieval practise ▪ Socratic ▪ Showbie ▪ POP task ▪ Explain everything slides 	
Prior knowledge linked to the unit		Future knowledge linked to the unit		Teacher preparation required/CPD	
<ul style="list-style-type: none"> ▪ Own experience of growing up, younger siblings, seeing babies being born and pregnant women ▪ Year 2: Children briefly learn the human life cycle and begin to learn some of the differences in each stage ▪ Year 5 Autumn – children looked at a mammalian life cycle and gestation periods across different mammals 				Prior to Lesson 5 children will need to take a picture of an elderly relative (with their permission) to use in their L5 decks	
Vocabulary for this unit		Resources		Common Misconceptions around this topic	
Pupil knowledge: Lesson 1: adulthood, old age, death, puberty, conception, birth,		Teacher		Please see teacher preparation.	
				Pregnancy in females does not involve males Gestation periods are the same for all female mammals Every new-born mammal is as dependent as a human	

Science coverage in Year 5

<p>childhood, pregnancy, foetus, baby, toddler, child, adolescent Lesson 2: gestation, gestation period, egg, sperm sexual reproduction, fertilisation, womb, embryo Lesson 3: dependent, independent, stamina, coordination Lesson 4: puberty, hormones, reproductive organs, genitals, ovaries, testicles, pubic hair, breasts, penis, voice box, hygiene, sanitary pads/tampons Lesson 5: adolescence, ageing, deteriorate</p>			<p>Puberty only happens to girls because they have periods Everyone starts puberty at a specific age and will change in the same way as their peer Puberty is an overnight process</p>
Pupil skill:	Teacher skill:		

#	Learning Objective	Lesson Outline
1	<u>Understand a human life cycle</u>	Children recap their knowledge of a life cycle (linked back to Au). They then use prior knowledge to order the phases of human development and define new process terms: conception, pregnancy, birth and puberty. Children use their learning to create a human timeline. It is suggested in the notes to allow freedom of presentation (suggested apps include <u>piccollage</u> , <u>mindly</u> or explain everything).
2	<u>Know the process of gestation</u>	Children recap what gestation means (Au), they then learn this happens through sexual reproduction (the combining of a female and male reproductive cell). Children compare gestational weeks (4-week gaps) to common fruit and vegetables. They use an information sheet to locate and add information into a gestation timeline and complete a Socrative quiz to answer gestation questions. This can be added onto their existing one if using explain everything.
3	<u>Understand childhood development</u>	Children learn about how they have changed from new-born to now. Looking at new-born, toddler, 6 years old and 12 and create a timeline with key information and add into existing timeline.
4	<u>Understand the changes that occur in our bodies during puberty</u>	Children learn that hormones kick start puberty. They will be given statements that have to be placed into a girl/boy/girl & boy table as these are marked, they can be elaborated on further (based on teacher judgement of the cohort). The children are then asked to consider why and how they should be more hygienic during puberty and are taught the importance of self-care at this time both physically and emotionally. Children are then asked to brain dump everything they have learnt. It is suggested in the decks to create a Microsoft form at this point and place the link on the deck to allow children to send across questions they may have around the subject in confidence in front of their peers. This cannot be done centrally for it to be specific to each teaching team. These decks have been created purposefully sparse and must be adapted with your school SRE policy in mind. Vocabulary in the decks is age appropriate.
5.	<u>Understand how our bodies change during adulthood into old age</u>	Children learn how and why we age and begin to discuss and learn signs of aging. They look at how they can slow the process down by keeping healthy and then compare an image and the lifestyle of them themselves with an elderly relative.

Curriculum Overview – Year 6

Year 6					
<p>Lesson One <i>What changes happen in my life?</i></p>	<p>KS2 H35. about the new opportunities and responsibilities that increasing independence may bring</p>	<p>Positive risk-taking</p>	<p>Learning objective: To learn about how responsibilities, rights and duties are part of our lives now and how they will change in the future</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Identify how as we grow and change, we have increased independence and responsibilities ✓ Describe how to keep safe with increased independence ✓ Explain why I have more responsibilities as I grow older ✓ Identify reasons why transition may be challenging 	<p>This lesson could be linked to national campaigns, human right lessons.</p>	<p>Medway / PSHE Association RSE Resource – YR 6 – Lesson 2 – Change and Becoming Independent</p>
<p>Lesson Two <i>What happens in a loving relationship (incl. marriage) and what is forced marriage?</i></p> <p>2020 Statutory Guidance – Families and people who care for me: <i>-that marriage represents a formal and legally</i></p>	<p>KS2 R3. 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>KS2 R4. 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>Learning objective: To learn about how a loving relationship might result in marriage and what is meant by ‘forced marriage’.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Identify the positive qualities and expectations for different relationships ✓ Describe different types of relationship, including marriage ✓ Explain the similarities and differences between friendships and intimate 	<p>Be aware of vulnerable pupils & 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 Forced Marriage from aged 10</p> <p>BBC Class Clip on Healthy and Unhealthy Relationships</p> <p>Further educational</p>

Curriculum Overview – Year 6

<p><i>recognised commitment of two people to each other which is intended to be lifelong. - 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.</i></p>	<p>themselves or others</p> <p>KS2 R5. 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>KS2 R6. 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"> ✓ Define forced marriage 	<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 here.</p>
<p>Lesson Three <i>How is a baby made?</i></p>	<p>KS2 H30. 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>KS2 H33. 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>Learning objective: To learn about reproduction.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Define the term reproduction ✓ Label the male and female body parts associated with conception and pregnancy ✓ Identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults ✓ 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) ✓ Describe what pregnancy is, where it occurs 	<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>SEN IMatter has further resources.</p> <p>Medway / PSHE Association RSE Resource – YR 6 – How a baby is made</p> <p>BBC Class Clip on Reproduction</p> <p>Activities and resources can be found in Growing and Changing – YR6 – Extension Lessons</p>
	<p>being made); how babies need to be cared for</p>		<p>and how long it takes in a human</p>	<p>curriculum.</p>	

Your rights as parents

- Where schools work within the SRE guidelines and consult effectively with parents/carers, you should feel re-assured about the content of the lessons. There will always be two adults present during these sessions.
- Parents/carers have the right to withdraw their child from some, or all SRE lessons, but not statutory science lessons
- Should you be considering pulling your child out of SRE lessons talk it through with your child and then with either the head teacher or another senior teacher at the school.

If you decide this step is necessary, then **you must put this in a email to Mr Lillo or Miss Hughes.**

Parents need to be aware that SRE can occur at any time if it arises naturally from class discussion, and that the right to exempt will not inhibit such discussion.

Safeguarding Week – Compulsory.

Safeguarding week						
	Y1	Y2	Y3	Y4	Y5	Y6
Clever Never Goes (40mins)	People we trust - Professionals	People we trust – why we trust others – safe/unsafe	Making good choices – questioning, knowing right from wrong	Who can support us when times are tough – speaking out	Influences – choosing wisely	Peer Pressure moving on, first impressions
Safe touch (40mins)	Pantasaurus	Some parts are not for sharing	What are different types of touch?	Your body is your own	Choice, Control, Consent.	Adults you come into contact with
E-Safety (40mins)	Recap of e-safety so far... Link to any contextual factors and current worries/concerns CEOP material (selectively)	Recap of e-safety so far... Link to any contextual factors and current worries/concerns CEOP material (selectively)	Recap of e-safety so far... Link to any contextual factors and current worries/concerns Safer schools App time	Recap of e-safety so far... Link to any contextual factors and current worries/concerns Safer schools App time	Recap of e-safety so far... Link to any contextual factors and current worries/concerns Safer schools App time	Recap of e-safety so far... Link to any contextual factors and current worries/concerns Safer schools App time
Contextual/ Localised Safeguarding Content (2 hours)	Personal Safety What's ok and not ok. (detail below)	Road Safety (detail below)	Safety In the Home (detail below)	Keeping Safe near Water (detail below)	Keeping Safe near Railways (detail below)	Keeping Safe in the community – peer pressure (detail below)
Recording	The suggested recording for this week is to create an assignment in Showbie and approach the week in a Journal/Floor Book style of recording to capture learning in the format of circle time and more collaborative and discussion-based activities.					

Why should parents and carers talk to their children about Sex and Relationships?

- Children tell us they want their parents to be the first ones to talk to them about puberty, sex and relationships. If families start talking to their children about puberty, sex and relationships they are less likely to get ideas that worry or confuse them and they learn that it's alright to talk about these things at home and to ask questions.
- Children learn most about values and relationships from family experiences. Close, loving relationships are the best way of showing a young person how your family 'does things' based on your values, culture, faith and beliefs.
- If families talk about sex and relationships openly and honestly, young people are:
 - more prepared for puberty and the changes they experience
 - more likely to resist pressure to have unwanted sex
 - more likely to delay having sex for the first time
 - more likely to use contraception if they do have sex
 - less likely to have an unplanned pregnancy or to get a sexually transmitted infection

What do children and young people think?

- Children and young people want to talk to their parents about sex and relationships, but that can be daunting for a parent. One group of 10-16 year olds came up with these helpful pieces of advice for parents:
- Take responsibility for talking to us.
- Don't just wait for us to ask.
- If we ask you things, always tell the truth. Don't put it off or say 'I'll tell you when you're older.'
- Don't be angry and try not to be embarrassed.
- Don't save it all up for a one-off 'birds and bees' lecture. We'd rather you talked naturally, little and often.
- Wait until we're at home and on our own together to avoid embarrassment.
- Make sure we know what you're talking about and let us ask you questions.
- If we ask what a word means, ask us what we think the word means first.
- Don't laugh at us or spread gossip about what we have been talking about.
- If you don't know something, be honest and say that you don't know.
- Give us books or leaflets, but talk to us too.
- Don't expect school to tell us everything – we want to hear from our parents too

Useful resources

NSPCC

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

CEOP

<https://www.ceop.police.uk/>

<http://www.thinkuknow.co.uk/>

Familylives

<http://www.familylives.org.uk/>

Childline

<http://www.childline.org.uk/pages/home.aspx>

Equality, diversity and inclusion at OAP

January 2023



Aims

- Promote equality of opportunity;
- Promote positive attitudes and good relations between members of different racial, cultural and religious groups and communities regardless of any Protected characteristic;
- Challenge any type of discrimination with a view to eliminating unlawful discrimination.

Belonging Network events in partnership with the PTFA

- As part of Black History Month
 - Cook your Culture
 - BHM Carnival
 - Show Racism the Red Card
- Possible future events include:
 - International Woman's Day
 - Diversity and Inclusion week

