Relationships and Sex Education curriculum
St. Giles CE Primary

Leaders at St. Giles' have worked with parents, staff and governors to establish a coherently sequenced curriculum for the teaching of Relationship and Sex Education. Our community (both parents and staff) stated that they would support their child/ren being taught sex education '*in a sensitive and age appropriate way'* (November 2022) when we reviewed our planned provision.

The chosen learning for each year group in our curriculum reflects the views of staff, all parents (January 2023), our Parents Forum (January 2023) and St. Giles' governors. Our coherently sequenced R.S.E. curriculum is both *sensitive and age appropriate*, ensuring that we meet the needs of all of our pupils and our community.

The intent of our Relationship and Sex Education curriculum for our children

By providing a coherent curriculum, which enables all of children to ***know more*** about positive relationships (including friendships, family relationships and relationships with adults and children), we hope our children will be enabled to:

- Be more resilient;
- Believe in themselves;
- Persevere with tasks;
- Understand healthy and safe relationships.
- Identify and challenge unhealthy relationships and behaviour

We aim for all of our children to understand the following national expectations by the end of Year 6, when they leave St. Giles. These are avaible to the rear of our curriculum planning.

Sensitive and age appropriate resources for delivering RSE.

Resource Name(s)	Further details
PSHE Matters	A revised PSHE scheme of work, developed by Derbyshire Health and Wellbeing Consultants. This has been revised to include learning from Early Years through to Year 6PSHE Matters is saved within the St. Giles SharePoint (St. Giles/PSHE)
Living and Growing DVDs and teacher resource books	Channel 4 Living and Growing series; 2 x DVDs and accompanying teacher resource booklets
BBC Active	Sex and Relationship education Whiteboard Active PSHE Age 9-11 BBC Active www.bbcactive.com/schoolshop
Operation Ouch	BBC iPlayer: https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-series-4-10-dont-panic-about-puberty-special

Year group	Title	Authoer	Publisher	Details
Early Years	The Family Book	Todd Parr	Little, Brown Books for Young Readers	ISBN 9780316155632
Early Years	Love makes a family	Sophie Beer	Caterpillar Books	ISBN 1838910670
Early Years	Mister Seahorse	Eric Carle	World of Eric Carle	ISBN 0399254900
Early Years	There's a House Inside My Mummy	Giles Andreae and Vanessa Cabban.	Hachette Children's Books (United Kingdom)	ISBN 9781841210681
Early Years	My body belongs to me	Jill Sarishevsky	Safety Star Media	ISBN 9780982121603
Year 1	Little Red Riding Hood			
Year 1	Not Now Bernard	David McKee.	Random House Children's Books	ISBN 97800725411
Year 1	DigiDuck's Big Decision			
Year 1	Boys and Girls	Lynwen Jones & Sandra Passmore	Birmingham Health Education Unit	Now published online
Year 2	Zog	Julia Donaldson	Alison Green Books	ISBN 1407115561
Year 2	Your Mummy Ate my Football		Birmingham Health Education Unit	Now published online
Year 2	Do you need your potty?	Nicola Baxter.	Armadillo Books	ISBN 1843220660
Year 2	True Love	Babette Cole	Puffin Books	ISBN 9780142400098
Year 2	Mrs. Plug the Plumber	Allan Ahlberg.	Puffin	ISBN 9780140312386
Year 3	Chicken Clicking	Jeanne Willis and Tony Ross		
Year 4	Strength cards for Kids	.	Incentive plus	Code: 99-1670
Year 4	Bits and Bobs and Sweat and Spots		Birmingham Health Education Unit	Now published online
Year 5	Flour Babies	Anne Fine	Puffin	ISBN 978-0-14-036147-6
Year 6	Bill's New Frock	Anne Fine	Egmont Books Limited	ISBN 9781405233187

Overview of our agreed RSE curriculum

NB: *Our coherently sequenced sensitive and age appropriate sex education is highlighted in yellow. This has been developed in consultation with staff, parents and governors.*

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reflect on the fact that the children entered the world as babies, and that this event is referred to as their birth.	Understand that babies have special requirements and need a lot of care.	Reflect on the fact that our bodies and skills develop at different rates. Develop a positive attitude to differences.	Recognise that change is a part of growing up.	Explain a range of emotional changes during puberty and how to deal with them.	Consider when an adult may be ready for parenthood and reflect on the need for love and trust in a range of relationships	Understand that the pressure to conform to gender and body stereotypes can come from media and peer pressure.
Recognise the different stages of life.	Name the main parts of the body.	Name the main parts of the body.	Revise the correct terms for sexual body parts and other major organs in the body.	Revise the correct terms for sexual body parts and other major organs in the body.	Consider why some people get married or have stable relationships, and how this is important for family life.	Develop awareness of the pressures to conform to gender and some strategies on how to deal with gender based prejudice.
Identify the people who they love and are special to them	Develop skills to ask for help.	Understand that it is always the female that gives birth.	Begin to learn about the physical and emotional changes during puberty.	Revise the physical and emotional changes during puberty.	Recognise the difference between healthy and unhealthy friendships and relationships , and understand their right to physical boundaries.	Recognise the difference between healthy and unhealthy friendships and relationships , and understand their right to physical boundaries.
Recognise a male role in caring for babies.	Develop skills for dealing with unwanted physical contact.	Explain how a baby is cared for in the womb.	Understand how the need to keep clean changes during puberty.	Understand how the need to keep clean changes during puberty.	Understand how a baby is conceived	Revise and develop their understanding of puberty
Explore the feelings they experience with special people.	Develop strategies for staying safe (in person and online)	Develop strategies for staying safe (in person and online).	Establish clear skills in asking for help when in school or at home.	Develop strategies for resisting peer pressure.	Understand how babies are born	Consider their aspirations for the future.
Understand that families are special for caring and sharing	Understand that families are special for caring and sharing	Understand that families are special for caring and sharing	Understand that families are special for caring and sharing	Understand that families are special for caring and sharing	Understand that families are special for caring and sharing	Understand that families are special for caring and sharing
Understand that there are different types of families	Understand that there are different types of families.	Explore their perceptions about gender stereotypes	Revisit perceptions about gender stereotypes and extend to protected characteristics	Standing up against all discrimination:	Standing up against all discrimination: Protected characteristics	Standing up against all discrimination: Protected characteristics
Describe the special things that they like to do with their family and people who care for them.	Describe the special things that they like to do with their family and people who care for them			Protected characteristics	Protected characteristics	Protected characteristics

Progression in vocabulary used during our RSE teaching

Vocabulary to be taught and used.						
Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Appropriate touch	Appropriate touch	Appropriate touch	Appropriate touch	Appropriate touch	Appropriate touch	Appropriate touch
Pregnant	Genitals	*Revisit vocabulary from EY & Year 1*	*Revisit vocabulary from EY, Year 1 & 2*	*Revisit vocabulary from EY, Year 1, 2 & 3*	*Revisit all previous vocabulary*	*Revisit all previous vocabulary*
Private parts	Bottom	Womb	Puberty	Anus (NB: *related to science & digestive system*)	Foetus	
	Penis		Pubic hair		Sperm	
	Vagina		Period		Sexual intercourse	
	Testicles		Hormones		Conception	
	Breasts		Ovaries		Ejaculation	
			Ovulation		Erect	
			Egg/ovum		Erection	
					Semen	

In addition, we will actively teach, revisit and use the following vocabulary, taken from the Church of England guidance						
Early Years	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
friendships	friendships	friendships	friendships	friendships	friendships	friendships
families	families	families	families	families	families	families
safe	safe	safe	safe	safe	safe	safe
trust	trust	trust	trust	trust	trust	trust

Relationship and Sex Education curriculum for children in EYFS at St. Giles

Learning Outcomes Pupils will be able to	Aspect of Relationships Education (Primary)	Teaching Ideas
Reflect on the fact that the children entered the world as babies, and that this event is referred to as their birth.	• People Culture and Communities ELG: *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class*;	• Discuss any facts they know about their actual birth, e.g., in hospital, weight, colour hair etc. Children to make a birth fact file, with help from their parents. • Living and Growing unit 1 page 25 • Read the book, '*The Family Book' by Todd Parr*. Create a class book called 'Our Families'. Who do children want to include on your page? • Read '*Love makes a family' by Sophie Beer*. Families are all different but what do they have in common? • *Refer to the additional planned learning as set out within PSHE Matters: Growing up (pages 38 & 39).* • *Vocabulary to be explicitly taught and used: family, families.*
Reflect on feelings when a new sibling is born.	• Families and people who care for me • Caring relationships • Respectful relationships • Building relationships ELG: Show sensitivity to their own and to others' needs.	• Read about a new baby in the family: *'There's a House inside my Mummy' by Giles Andrae and Vanessa Cabban*). • Talk about how they have a special role in helping their mum and dad to look after the baby e.g. pass nappies, save old toys etc. • *Vocabulary to be explicitly taught and used: family, families, safe.*
Recognise the different stages of life.	• The Natural World ELG: *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.* • *PSHE Matters: Growing Up (pages 38 & 39)*	• *Refer to the planned learning as set out within PSHE Matters: Growing up (pages 38 & 39).* • Complete the sequencing activity: baby, toddler, child, teenager etc. Living and Growing unit 1 p. 26 • Explore children's views of these stages of life. Challenge any stereotypical views of age.
Understand that people are part of the cycle of nature.	• The Natural World ELG: *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.*	• *Refer to the planned learning as set out within PSHE Matters: Changes (pages 40 & 41)* • Explore the concept of change (and decay) through nature e.g. the seasons, growing plants and animals,

	• *PSHE Matters: Changes (pages 40 & 41)*	what happens and how they can tell.
Identify the people who they love and are special to them.	• Families and people who care for me • Caring relationships • Respectful relationships • Building Relationships ELG: *Form positive attachments to adults and friendships with peers;* • *PSHE Matters: Relationships (pages 52 & 53)*	• *Refer to the planned learning as set out within PSHE Matters: Relationships (pages 52 & 53)* • Make a display of the children's special people: family, friends, neighbours and teachers. What do they enjoy doing with their special people? • *Vocabulary to be explicitly taught and used: safe, trust.*
Recognise a male role in caring for babies.	• Families and people who care for me • *PSHE Matters: Relationships (pages 52 & 53)*	• *Refer to the planned learning as set out within PSHE Matters: Relationships (pages 52 & 53)* • Watch the clip about Emperor penguins to identify how male penguins protect their eggs: www.bbc.com/education/clips/z6gd2hv • Read '*Mister Seahorse' by Eric Carle* (which is all about a seahorse who meets other fish fathers and they explore all their different ways of caring for their eggs and their babies). Why is protecting their eggs really important?
Explore the feelings they experience with special people.	• Families and people who care for me • Caring relationships • Respectful relationships	• Make a circle of happy feelings they experience with their special people. Make a circle of unhappy feelings. • How can they deal with them? Use puppets role play conflict situations e.g. a trusted adult gets cross when I don't pick up my toys when asked.
Understand that some parts of the body are private.	• Managing Self ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly; • *PSHE Matters: Relationships (pages 52 & 53)*	• Read and share: *My body belongs to me' by Jill Sarishevsky*. *Talk about what happens in the book. Talk about who to ask for help if they are worried. Draw around your hand and then cut it out. Make a helpful hand drawing of five people they trust and who they could talk to and ask if they needed help.* • *Vocabulary to be explicitly taught and used: appropriate touch and private parts*.
Questions for reflection and assessment.	Aspects of Relationships Education (Primary) taught in Reception • Families and people who care for me	• **What makes you happy? Sad? Excited? Surprised? Can you name some other feelings you have?** • **How do adults look after babies?**

	• Caring relationships • Respectful relationships	• **How will you change as you grow up?** • **Who is special to you?** • **Can you name ways to keep yourself safe if you are worried?**

Relationship and Sex Education curriculum for children in YEAR 1 at St. Giles

Learning Outcomes Pupils will be able to	Aspect of Relationships Education (Primary)	Teaching Ideas
Understand that babies have special requirements and need a lot of care. NB: *Revisiting and further strengthening learning from Early Years*	• Families and people who care for me • Caring friendships • *In addition: planned learning is part of the statutory National Curriculum for Science: 'Notice that animals, including humans, have offspring which grow into adults'* • *PSHE Matters: Growing Up pages 80 & 81*	• At the start of the learning, ask the children to bring in pictures of themselves as babies. Share in pairs any stories they have about their first word, first step; first thing they ate etc. • How can we tell what a baby is feeling and/or wants? Pupils to list all the things they can think of adults do to look after babies. • What might parents/carers need to look out for sometimes? E.g. clothes too tight, not in bright sunlight, baby tired etc. Role play how carer might solve it. • *Vocabulary to be explicitly taught and used: family, families, safe and trust.*
Reflect on the changes so far in their lives and consider futures stages of growth.	• *PSHE Matters: Growing Up pages 80 & 81*	• Explore the skills a child of their age may have developed from being a baby to school. For example: using a knife and fork, using the toilet, sharing, talking, jumping, reading, writing, using an iPad or tablet etc. • Model a timeline from being a baby to being 6 years old which identifies skills and learning. • Create labels such as: love, hugs, care, pram, bottle of milk, dummy, cot, bed, nappies, toilet, someone to talk to, toys, books, warmth, clothes, food, playing, water, being outside, somewhere to live, independence, education etc. • Use the timeline to discuss where labels might fit at each stage in a child of their age's life. What new skills are they looking forward to developing in the future? How might they develop these skills? Record ideas • Order sequence of pictures/articles from babyhood to old age. Write an estimate of age next to each picture. Living and growing Unit 1 page 11.

Develop skills for dealing with unwanted physical contact. NB: *Revisiting and further strengthening learning from Early Years*	• Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe	• Pupils to sort tray of sensory objects: things I like /don't like to touch. Groups to draw pictures of touches they do/don't like from other people e.g. kiss from Granny, hit in playground. • Discuss how to deal with unwanted touches: tell an adult they trust. • *Vocabulary to be revisited from Early Years and then explicitly taught and used: appropriate touch, private parts and trust.*
Develop skills to ask for help.	• Respectful relationships • *PSHE Matters: Being Safe pages 116 and 117*	• *Read the story, 'Little Red Riding Hood'. Provide children with green and red cards. Green = Safe and Red = Unsafe. Read the story and ask the children to hold up the appropriate card. Stop and discuss. Hot seat Red Riding Hood and ask the children to give her advice of how to stay safer in future.* • Pupils to think of situations in life when they need to say yes or no. Use puppets to act out these scenarios, with the children exploring ways to say no e.g. when child asks them to break the rules.
Develop skills to ask for help.	• Caring friendships • Respectful relationships • Online relationships • Being safe	• Make class collage of people who help us. Make up scenarios and decide in groups who they would ask for help, e.g. fell over in the playground, lost book bag on the way to school. • Use a puppet or soft toy to 'say' that they want to tell you something that has been worrying them but that they are scared and do not quite know how to do it. Get the children to give the puppet encouragement to tell you. Then get them to think about what they would do if the puppet asked them for help. • Read 'Not Now Bernard' by David McKee. Then go around the class asking the children to complete the sentence' If I were Bernard I would...'

Develop strategies for staying safe.	• Online relationships • Being safe • *PSHE Matters: Being Safe pages 116 and 117*	• *Read: 'DigiDuck's Big Decision'. www.childnet.com/resources/digiducks-big-decision Use the questions at the end of the book to discuss the story with the children. Discuss why it might be a good idea to have a username when playing a game online. Make up some usernames for the class puppets. Explain that giving personal information online is not safe behaviour.* • Practice ways of remembering the strategy e.g., compose a song, make a poster. • Present the strategy during Collective Worship to encourage other children to stay safe.
Name the main parts of the body. NB: *Revisiting and further strengthening learning from Early Years*	• *PSHE Matters: Growing Up pages 80 & 81*	• Ask children to discuss in pairs the difference between boys and girls, and feedback to the class. Model how to challenge any stereotypical views e.g. 'Hang on, let's think about it - do boys always have short hair?' • Read the book 'Boys and Girls' by Lynwen Jones. This book is a gentle introduction to understanding differences between boys' and girls' bodies. It uses the correct vocabulary for body parts in a age-appropriate way. • Provide pictures for children to sort in groups and ask children to make a Venn diagram (see page 147) of what's 'okay for boys', 'okay for girls', 'okay for both'. • Prepare a large outline of two bodies, a boy and girl. Make a circle of chairs. Play pass the parcel with a bag containing laminated name labels for parts of the body- arm, chin, shoulder, knee, elbow, penis, vagina etc. When the music stops ask the children to take out a label and place it in the correct place on one of the large body outlines. • *Explicitly teach and use vocabulary: bottom, penis, vagina, testicles, breasts, genitals.* • *Revisit and explicitly teach: appropriate touch, private parts.*

Understand that there are different types of families and describe the special things that they like to do with their family. NB: *Revisiting and further strengthening learning from Early Years*	• Families and people who care for me	• Children to draw their families. Discuss who they included e.g. grandparents, parents living outside the home, pets? Make a display with speech bubbles demonstrating the special things families do together. • Revisit learning from Early Years regarding *families* = stable and caring and united by love.
Questions for reflection and assessment	Aspects of Relationships Education (Primary) taught in Year 1 • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe	• **How have you changed since being a baby?** • **What things can we do to keep ourselves safe?** • **Can you list some ways to get help?** • **How are families sometimes different?** • **What do all families have in common?**

Relationship and Sex Education curriculum for children in YEAR 2 at St. Giles

Learning Outcomes Pupils will be able to	Aspect of Relationships Education (Primary)	Teaching Ideas
Reflect on the fact that our bodies and skills develop at different rates. Develop a positive attitude to differences.	• Caring friendships • Respectful relationships • *PSHE Matters: Growing Up pages 80 & 81*	• Ask children to stand in a line according to age: Who is the eldest? Who is the tallest? • Ask pupils to choose a partner nearest to their age. Compare: hand span, length of arms, legs, elbow to fingertip etc. • Estimate age at which a baby is able to smile, crawl, say first word. Make own birth fact file: weight, height, place of birth etc. • Make a time line for changes in their own life. Make display using items children bring in. • Read the book, 'Zog' by Julia Donaldson (or watch the film: www.bbc.co.uk/iplayer/episode/b0bwdw8y/zog?xtor=CS8-1000-[Discovery_Cards]-[Multi_Site]-[SL07]-[PS_IPLAYER~N~~P_Zog]) What new skills have the dragons learned? How is Zog different? What new skills are you looking forward to developing in the future? How might you develop these skills? Record ideas. • Pupils to list 3 skills they have learnt since coming to school, e.g. throwing and catching a ball etc

Name the main parts of the body.	• Being safe • This builds on the Year 2 Science curriculum • *PSHE Matters: Growing Up pages 80 & 81*	• Watch Living and Growing video Unit 1 Programme 1 Differences. • Using pictures discuss the names of male and female animals e.g. cat and tom, cow and bull. How can we tell whether an animal is male or female? • Explain that these body parts are private and we don't show them to just anyone. *Reuse language of private parts (used in EY and Year 1).* • Complete a Venn diagram, sorting body parts in to male/ and /or female. Living and Growing Unit 1 p15. • Introduce 'The Pantosaurus Song' https://www.youtube.com/watch?v=-lL07JOGU5oWhat did you learn? Can you sing the song? Introduce the underwear rule. Show children the PANTS acrostic. Ask the children to make their own pants by using the template provided on the NSPCC website to reinforce the rule. On the Pantosaurus clip who did the dinosaur talk to when he was worried? Who could you talk to? How could you ask for help? Practise asking for help. Provide the children with sentence stems. For example: 1. Mum please could I talk to you about something important? 2. Dad I feel worried please can I talk to you? How could we make asking for help in school easier? Discuss. • *Explicitly teach and re-use vocabulary (introduced last year): bottom, penis, vagina, testicles, breasts, genitals.* • *Revisit and explicitly teach: appropriate touch, private parts.*
Develop strategies for staying safe	• Families and people who care for me • Online relationships • Being safe	• Introduce 'The Pantosaurus Song' www.nspcc.org.uk What did you learn? Can you sing the song? • Introduce the underwear rule. Show children the PANTS acrostic. • Ask the children to make their own pants by using the template provided on the NSPCC website to reinforce the rule. On the Pantosaurus clip who did the dinosaur talk to when he was worried? Who could you talk to? How could you ask for help? Practice asking for help. • Provide the children with sentence stems. For example: 1. Mum please could I talk to you about something important? 2. Dad I feel worried please can I talk to you?

Understand that it is always the female that gives birth.	• Sex education: *sensitive and age appropriate for our children* • *PSHE Matters: Growing Up page 82*	• List class pets. Have the children seen their pets give birth? Research the specific names for mother and baby animals. • *Watch* Living and Growing Video- Unit 1 Programme 2. How did I get here? • Read 'Your Mummy ate my Football' (Birmingham Health Education Unit). This non-fiction book uses clear language and cartoons to explain how babies are made and how they need to be cared for once they are born. Provide the children with three boxes with different headings. What do parents/carers need? What does a baby need? What do the brothers/sisters need?Imagine a new baby has been born into a family. Think about what each of the family member's needs might be, emotionally and physically. Create lists. Draw a cartoon strip for either the parent, baby or sibling. Share ideas.
Explain how a baby is cared for in the womb.	• Sex education: *sensitive and age appropriate for our children*	• Ask pupils to brainstorm their ideas about what they think a baby does in the womb. • Invite an expectant mother and father to talk to the children about how they are preparing for the baby. • Living and growing Unit 1 p31. • Revisit feelings when a new sibling is on the way and/or born. Read '*True Love' by Babette Cole*.
Explore their perceptions about gender stereotypes	• Respectful relationships • *PSHE Matters: Growing Up page 82*	• We can tell a boy or girl from body parts. Are there any other ways? Revisit and explicitly use the • Tell the children you are going to show them a picture of a firefighter/dancer. Can they draw a picture of this person? What qualities does this person need? Show them a picture of female firefighter/male dancer and discuss their response. • Read *Mrs. Plug the Plumber by Allan Ahlberg* which helps to challenge traditional stereotypes. • Living and Growing Unit 1 page 9. • Ask children to make a Venn diagram of what's 'okay for boys', 'okay for girls', 'okay for both'

Explore the value of trust and identify a person they trust.	• Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe	• Using puppets explore: What is trust? Would they trust someone who tells lies? Breaks our things? A stranger? Draw a picture of someone you can/ can't trust. Can we tell from appearances? • Each child to identify an adult they trust. • Finish with circle time - 'If I was upset I would go to…. because….'

Understand the difference between good and bad secrets.
 	
NB: *This builds on learning from Early Years and Year 1 regarding safe and unsafe choices.*
	• Families and people who care for me
	• Caring friendships
	• Respectful relationships
	• Online relationships
	• Being safe
	• *PSHE Matters: Growing Up page 81*
		• What is a secret? What is the difference between a secret and a surprise? Secret vs. Surprise. Explain the difference between a secret and a surprise.
		• For example, surprises are joyful and generate excitement in anticipation of being revealed after a short period of time. Secrets exclude others, often because the information will create upset or anger. Keeping secrets can make children unsafe.)
		• If someone is asked not to tell anyone else why could this feel uncomfortable?
		• Read out some questions and ask the children whether they think they should tell someone or not by using thumbs up/thumbs down/thumbs in the middle.
		  ○ 1. Zander was walking home from school when an older boy walked up behind him and hit him. The older boy told Zander not to tell anyone or he would hurt him again.
		  ○ 2. Alex's aunty was making a special birthday cake for Alex's brother and told Alex to keep it to himself and not to tell his brother.
		  ○ 3. Dylan's brother is scared to go to the dentist. His dad asked Dylan to promise not to tell his brother about the loud noises some of the machines make.
		  ○ 4. Max's taxi driver said he'd take Max to the toy shop on Tuesday after he dropped all the other kids off. He told Max that he would only take him if he doesn't tell his parents about it.
		• What have you learnt from this activity? What advice would you give to someone of your age if they were asked to keep a secret?
		• Share and compare. Who can we ask if we are not sure

		about whether we should tell someone or not? How do characters feel/ what could they do? How do we feel when a secret is bad? Sort good and bad secret cards.

Develop strategies for staying safe.
 	
NB: *This builds upon prior learning in Year 1 when the children read Little Red Riding Hood and considered safe and unsafe choices.*
	• Families and people who care for me
	• Caring friendships
	• Respectful relationships
	• Online relationships
	• Being safe
		• Develop a scenario when a child feels unsafe in the park as they are approached by someone they don't know or don't trust. Identify the strategies the child can use to stay safe: e.g.
		  ○ Recognise uncomfortable feelings
		  ○ Be assertive, it's OK to say No!
		  ○ Repeat No
		  ○ Get away from situation
		  ○ Tell someone you trust
		• Practice and memorise these strategies through role play, singing, making a poster.

Understand that families are special for caring and sharing PSHE	• Families and people who care for me • Being safe	• Choose family photographs from magazines to depict different family members in different situations e.g. cooking playing in a park, someone being comforted etc. Ask the children to use speech bubbles/still statues to indicate how the characters are feeling. Discuss how families help and support each other and share activities.
Develop respect for elderly people and other generations.	• Families and people who care for me • Caring friendships • Respectful relationships	• Make 'family display' representing different age groups and generations. Match artefacts to peoples interests e.g. Gran's tennis racket! • Invite an elderly person to talk about how their lifestyle, interests etc. Ask the children to think of ways they could learn from or work with the elderly in school or the community. Maybe plan an event involving elderly people?
Questions for reflection and assessment	Aspects of Relationships Education (Primary) taught in Year 2 • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe • Sex education: sensitive and age appropriate for our children	• **Is there such thing as a good and bad secret?** • **Can you explain some different ways in which family and friends care for each other?** • **Can you name some ways in which we are different, and why this is a good thing.** • **Which parts of the body are private?** • **What makes boys and girls the same and what makes them different?** • **Can you name a person you trust and would go to for help? Why do you trust them?**

Relationship and Sex Education curriculum for children in YEAR 3 at St. Giles

Learning Outcomes Pupils will be able to	Aspect of Relationships Education (Primary)	Teaching Ideas
Recognise that change is a part of growing up.	• Revision of the statutory Year 2 Science curriculum which states that pupils should: "*notice that animals, including humans, have offspring which grow into adults*." • *PSHE Matters: Growing Up pages 82 & 83*	• Use photos or drawings to make own personal time line recounting important events since babyhood. • BBC Active Unit 1: Growing Up: Physical Changes: From birth to the present day. • Choose a scenario or activity e.g. washing hair, travelling to the shops. Consider how a baby, toddler, primary child, teenager and adult would manage the activity. Reflect on how skills and responsibilities change and develop. • BBC Active Unit 2: Cycle of Life: Loss and Change: How do we change as we grow older?
Identify different types of relationships and begin to identify how to develop the skills to be effective in relationships NB: *Builds upon series of prior learning in EY, 1 & 2*	• Caring friendships • Respectful relationships • Online relationships • Being safe	• Write the word relationships on the board and identify what this means. • Identify the different people in their lives who they may have relationships with: brother, sister, mother, father, stepfather, teacher, friend etc. • Identify what makes a strong relationship and then make the comments into a paper chain that connects as a circle. • Break the chain and identify what sorts of things put a strain on the relationships e.g. telling lies, no time, not listening, being unkind. • Q: What sorts of things could help to rebuild the relationship? • Revisit learning from Early Years regarding *families* = stable and caring and united by love. • *Revisit and use agreed vocabulary: trust, appropriate.*
Begin to identify how to develop the skills to be effective in relationships	• Caring friendships • Respectful relationships	• Ask children to face a partner, walk towards each other and say 'stop' when they reach the edge of their 'personal space.' Discuss what personal space is and how it feels when someone gets too close. Share feelings. • Q: If someone gets too close what do we tend to do? • Role play using made up characters.

Recognise some of their own positive qualities, skills and attributes	• Caring friendships • Respectful relationships	Think of all the positive qualities you can think of which do not relate to physical appearance. Complete an A-Z class list of positive qualities (see page 97). For instance: A = Affectionate, B = Brave, C = Caring. • In pairs ask each partner to choose 5 positive qualities from the A-Z list and at the side explain why they think their partner has that quality. You are brave because... Share and celebrate. Sit in a circle. Choose one of the strengths you most agree with and share it with the class during a round. Record how this activity made you feel.
Revise the correct terms for sexual body parts and other major organs in the body.	• Sex education: sensitive and age appropriate for our children • Revision of content taught from Year 2. • Being safe	• Re-read the big book 'Boys & Girls': this has been used before in Key Stage 1. • Draw the body and label external and internal parts. • Q: What are their functions? Q: What healthy lifestyle choices can we make to ensure they function properly? e.g. cleanliness, exercise, sleep, proper diet etc. • *Explicitly teach and re-use vocabulary (introduced last year): bottom, penis, vagina, testicles, breasts, genitals.* • *Revisit and explicitly teach: appropriate touch, private parts.*
Begin to learn about the physical and emotional changes during puberty.	• Sex education: sensitive and age appropriate for our children • *Part of the National Curriculum for Science.* • *PSHE curriculum: Growing up. This is progressively planned for in PSHE Matters.*	• **CBBC's Operation Ouch!** http://www.bbc.co.uk/cbbc/shows/operation-ouch • In groups brainstorm the word 'puberty'. Draw and write what changes will take place in the body. Watch Living and Growing Unit 2 Programme 1 Changes or **the CBBC programme: http://www.bbc.co.uk/guides/zyxrdmn** • In groups sort cards with body changes into 'boys' 'girls' or 'both'. Changes could include: facial hair grows on the chin, hips broaden, hair and skin may get greasier. Children add to their diagram anything they have learnt about puberty during the lesson. • Include physical changes for girls – including periods. Refer to clean changing facilities which school provides Refer to the Red Box Project

		(http://redboxproject.org/). Ask children for questions which can then be discussed in a separate lesson. • Consider some of the practical and emotional difficulties a young person may encounter during puberty e.g. feeling moody, being picked on. • Q: Who can you turn to for help? • Children to have the opportunity to ask further questions in single gender groups. • Design a leaflet 'Everything you need to know about puberty' in
Understand the needs of a new baby	• *PSHE curriculum: Growing up pages 82 and 83* • Families and people who care for me	• *Introduce agreed vocabulary from the book, 'Your Mummy Ate My Football, https://www.servicesforeducation.co.uk/our-offer/clued-up/ e.g. tummy, womb, umbilical cord, breasts, ovaries etc. Play bingo. Give out the bingo cards (see page 153). Read out a name of a body part using the bingo words list (see page 154). Once the pupils have got used to the vocabulary repeat the bingo game again with definitions only and see if the pupils can mark off the correct word (body part) on the bingo card.* • Imagine a new baby has been born into a family. Think about what each of the family member's needs might be - emotionally and physically. Create lists. Draw a cartoon strip for either the parent, baby or sibling. Share ideas. • Draw and label things that a new baby will need. *Remind them to include things that do not cost money, like time and love.* • Living and Growing Unit 2 p29. • BBC Active Unit 2: Cycle of Life: Birth: How do you care for a new born baby?
Consider the impact of a new baby on the family and develop strategies for coping with change.	• *PSHE curriculum: Growing up pages 82 and 83* • Families and people who care for me	• *Read the book, 'Bits and Bobs and Sweat and Spots'. https://www.servicesforeducation.co.uk/our-offer/clued-up/Discuss in pairs: What is a teenager? What are the changes that you remember from the book/animation? Record ideas on a graffiti wall (see page 140).*

		Why is knowing the information about how our bodies change before it happens important? *Use the Growing Up Body Changes Template (see page 152).* *Ask the children in pairs to describe the physical changes they can see from child to adult bodies.* *Why do these changes happen? Read story about how a new baby's arrival affects a sibling.* *Discuss huge impact new baby has on family.* *Discuss that all feeling responses are ok, its how to deal with them that's important. Discuss possible strategies to deal with feelings.* • Use baby catalogues to 'prepare' for a baby arrival. Discuss things that a baby will need in order to be healthy and well cared for. Give groups of children a budget to buy essential things.
Develop skills in asking for help	• Online relationships • Being safe • *PSHE curriculum: Growing up pages 82 and 83*	• Read *'Chicken Clicking' by Jeanne Willis and Tony Ross*. • Refer to the online safety knowledge organisers and past learning regarding safe and unsafe. • Revisit rules for staying safe online.
Questions for reflection and assessment.	Aspects of Relationships Education (Primary) taught in Year 3 • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe • Sex education: sensitive and age appropriate for our children	• **How do responsibilities change as we get older?** • **Can you name and describe some of the different relationships that you have with other people?** • **How do we keep safe online?** • **Can you name some way that you need to keep clean during puberty?**

Relationship and Sex Education curriculum for children in YEAR 4 at St. Giles

Learning Outcomes Pupils will be able to	Aspect of Relationships Education (Primary)	Teaching Ideas
Describe strategies for coping with change	• Caring friendships • Respectful relationships • Being safe	• In groups, list changes we can choose e.g. what clothes to wear, who our friends are, what leisure activities we do, and changes we have no control over e.g. physical changes. • Q: What strategies can we use to cope with them? Introduce some dilemmas and possible choices e.g. choosing whether to do your homework or to watch TV instead. In pairs discuss their possible choices and consequences. • Living and Growing Unit 2p13 and 14. • BBC Active Unit 3: Feelings: How do our feelings change?
Develop positive attitude to personal body image	• Respectful relationships • Online relationships • Being safe	• Draw how you will look when you grow up. Examine pictures in media and talk about how people look. Who are your role models? • Examine attitudes towards different groups of people and challenge any typical stereotypes. • BBC Active Unit 1: Growing up: Physical Changes: Emotional changes: Feeling Positive. • Watch the 'Dove: Evolution of a model' video on YouTube: https://www.youtube.com/watch?v=s2gD80jv5ZQ • Q: Does it matter how people look? Brainstorm all the positive qualities they can think of in friends, family, role models, etc which do not relate to physical appearance. Help children to identify their own personal qualities.
Develop positive attitude to all genders	• Respectful relationships • Online relationships • Being safe	• Show children the covers of two comics – one aimed at boys and one at girls. Ask them to identify the differences in presentation e.g. font, colours, pictures etc. What ideas would the covers give an alien from another planet about boys and girls for example their interests, qualities, aspirations? Are these ideas accurate? How might these comics influence children? Can everyone like Spiderman or Cinderella? • Ask the children to design magazine covers that could appeal to both boys and girls.
Recognise some of their own positive qualities, skills and attributes	• Respectful relationships	• Think of all the positive qualities you can think of which do not relate to physical appearance. Complete an A-Z class list of positive qualities (see PSHE Matters). For instance: A = Affectionate, B = Brave, C = Caring.

NB: *Builds upon prior learning experience undertaken in Year 3*		• In pairs ask each partner to choose 5 positive qualities from the A-Z list and at the side explain why they think their partner has that quality. You are brave because... Share and celebrate. Sit in a circle. Choose one of the strengths you most agree with and share it with the class during a round. Record how this activity made you feel. • Create own class version of *Strength cards for Kids* to help them further recognise different strengths (http://www.incentiveplus.co.uk/strength-cards-kids) • In a circle, allow children to pick cards that mention positive qualities about themselves. Children then chose cards for other people in the class, recognising strengths in others.
Understand how the need to keep clean changes during puberty.	• *PSHE curriculum: Growing up pages 82 and 83*	• *What do we mean by 'personal hygiene'? Think about how growing up might mean different routines. Why do people sweat? Discuss how sweat and bacteria can produce an odour or smell. This is normal but often you can't smell yourself. Washing and changing socks and underwear could make life a whole lot sweeter and less embarrassing. Ask the children to develop an advert that encourages young people to stay clean and remember their personal hygiene! Share and celebrate.* • Sort hygiene products into 3 groups: essential, nice, luxury. Discuss why products are necessary. • Keep a health and hygiene diary for a week and reflect on it (hand washing, cleaning teeth, bath, shower etc).
Develop strategies for resisting peer pressure**.**	• Caring friendships • Respectful relationships • Online relationships • Being safe	• In pairs each child is given a sweet or other enticing healthy snack. Child A has to convince their partner to eat the sweet/snack. Child B has to convince their partner not to eat the sweet/snack. After 5 minutes stop and discuss how it makes us feel when someone is trying to persuade us to do something. Ask the children to list all the strategies they could use to resist persuasion. Talk about times when different strategies are appropriate. • Reflect on why someone might want to pressurise us, and also how we would expect a friend to treat us.
Recognize that there are agencies to support children and young people to be safe and	• Caring friendships • Respectful relationships • Online relationships • Being safe	• Role play young person phoning Childline because of friendship difficulties/ poor body image. Where would they find the number? How would they start the call? • Invite Childline or NSPCC into the classroom to talk about how

happy.		they help children and young people, and to reassure them that others experience the same difficulties they may face. • BBC Active Unit 3: Feelings: Keeping safe: Resisting negative peer pressure. • BBC Active Unit 3: Feelings: Keeping safe: Asking for help. • BBC Active Unit 3: Feelings: Keeping safe: the helping hand.
Questions for reflection and assessment	Aspects of Relationships Education (Primary) taught in Year 4 • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe • Sex education: sensitive and age appropriate for our children	• **What strategies would you find most useful to resist pressure?** • **How will you keep clean as you older?** • **Can you name some positive ways to face challenges?** • **Have any of your ideas changed after these lessons?** • **Have you any further questions or worries?**

Relationship and Sex Education curriculum for children in YEAR 5 at St. Giles

Learning Outcomes Pupils will be able to	Aspect of Relationships Education (Primary)	Teaching Ideas
Understand how girls and boys bodies change in puberty (including periods) Please note: these activities can be done as a whole class or in single gender groups as an opportunity to explore questions further. It is important that both boys and girls learn about each others changes.	• *Part of the National Curriculum for science.* • *PSHE curriculum: Growing up. This is progressively planned for in PSHE Matters.*	• Review understanding of puberty taught from the previous year using a quiz in groups (see Year 4 curriculum). • Watch Living and Growing video- 'Changes'. • Children to have the opportunity to ask further questions in single gender groups. Revisit puberty quiz to fill in any gaps form the baseline assessment. Use the BBC Material supported by The Channel 4 Learning & Growing material plus the videos from the CBBC programme 'Operation Ouch'. • BBC Active Unit 1: Growing up: Physical changes: How does my body change at puberty? • BBC Active Unit 1: Growing up: Physical changes: What changes do boys and girls go through at puberty? • BBC Active Unit 1: Growing up: Physical changes: Men and women's bodies. • BBC Active Unit 1: Growing up: Emotional changes : Crushes.
Explain a range of emotional changes during puberty and how to deal with them.	• Sex education: sensitive and age appropriate for our children • Respectful relationships • Being safe	• Draw an outline of a young person with a name not in the class. • Q: What worries or concerns might they have as they approach puberty and address them as a whole class. In groups devise answers to typical 'Problem page' questions concerning puberty and growing up e.g. spots, self –consciousness about changes not interested in girls yet

Understand a range of emotional changes during puberty and how to deal with them.	• *Part of the National Curriculum for Science.* • *PSHE curriculum: Growing up. This is progressively planned for in PSHE Matters.*	• Explain that sometimes during puberty, an adolescent goes through many emotional, as well as physical changes. Why might young people often going through puberty start to feel more self-conscious or embarrassed? List ideas. Explain that being embarrassed is a normal emotion. Use an emotional thermometer (see page 110 of PSHE Matters). • Include:1. Just a little2. Quite a lot3. A lot4. Too much5. Not sure. • Read out different embarrassing situations. Ask the children to hold up which number best represents how a child of their age might feel. Situations could include: Asked out on a date; falling over in the mud at school; getting a kiss from a parent in public; receiving a valentine's day card; developing spots; getting a question wrong in class; seeing an unflattering photo of themselves; being praised in a school assembly; being told they smell of sweat. Does everyone always feel the same? What does this depend on? What strategies could a child of their age use? How could they support a friend if they felt like they wanted the ground to swallow them up? Share and compare. Are there any strategies you might take with you? • Useful book: 'Frog in Love' by Max Velthuijs.
Understand how a baby is conceived	• Sex education: sensitive and age appropriate for our children	• Watch the video 'How Babies are Made' Living and growing Unit 2, programme 2. • *Key teaching:* Discuss reasons that the couple in the video were ready to have a baby. Q: Why did they feel ready to have a baby? • Q: What did they have to have in place before they chose to conceive? *Key*: Discuss those qualities the couples described that were important in *their relationships*. • Children write around the sequence all the qualities a relationship needs before they consider sexual activity e.g. honesty, love, kindness etc.

		Include concepts such as legal age, committed stable relationship, shared responsibility etc. • In groups order the sequence of how a baby is conceived (Living and growing Unit 2 P26).
Understand how babies are born	• Sex education: sensitive and age appropriate for our children	• Watch video 'How babies are born' Living and Growing Unit 2 programme 6 • Activity: Children write down, on a small heart shape piece of card, all the things they think a baby needs to be cared for properly. • Make a simple timeline of the development of the foetus in the womb. What features has the foetus developed in 6 weeks, 3 months, 6 months, 9 months? • Research and make a leaflet for a pregnant woman to suggest how they might keep healthy during pregnancy. • BBC Active Unit 2: Cycle of Life: Sexual reproduction: How a baby grows: the inside story. • BBC Active Unit 2: Cycle of Life: Sexual reproduction: Reproduction Quiz. • BBC Active Unit 2: Cycle of Life: Birth: Having a baby. • BBC Active Unit 2: Cycle of Life: Birth: Writing focus: The journey.
Consider when an adult may be ready for parenthood	• Sex education: sensitive and age appropriate for our children	• Ask children to draw and write when they think they will be a parent. • Q: What age will they be? • Q: Where will they be living and who with? • Q: What skills will they need? • Invite a parent to talk about their preparations for a new baby. How has their life changed? • What choices and sacrifices have they made to be a parent? • Read *Flour Babies* by Anne Fine. Challenge each child to carefully look after a bag of flour for the

		day. • BBC Active Unit 2: Cycle of life: Sexuality: Sexual feelings
Consider how different qualities impact on friendships/relationships.	• Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe	• Give each group a friendship quality to 'unpack' e.g. honesty, sensitivity, good listener, tolerance, etc. • Q: Can you write a definition of what it means and an example of what it looks like in practice. • Drama activity: Ask the children to prepare a short sketch to illustrate how a friendship is affected by this quality and what might happen without it. • Q: Can the other groups identify which quality is being illustrated. • Reflect on how friends consider each others feelings – do they?! • BBC Active Unit 3: Feelings: I have feelings.
Understand that the pressure to conform to gender and body stereotypes comes from media and peer pressure.	• Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe	• Think about the word 'selfie'. What does it mean to you? Why do you think people take selfies? What are the pros and cons of taking selfies? Split the class into groups of 4. Ask them to explore the pros and cons and then move groups to see other people's ideas. What might influence the way people want to look? Why is it important to realise this growing up? Ask children to design 'H'Elfies'- a healthy or happy selfie, based on activities that • show a healthy happy lifestyle rather than a prescribed body image. Make a gallery of H'Elfies
Reflect on the need for love and trust in a range of relationships	• Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe	• Ask the children broad questions: What is love? Who or what do we love? • In groups make a list of all the things they love, e.g. friends, family, pets , football etc. Living and Growing Unit 2 Book Activity Sheet 17. • Q: How do we show love? E.g. giving cuddles, holding hands, doing something good for

		someone, caring about their feelings etc. • Q: Why do we need love and trust in friendships and relationships? • Read biblical and non-biblical story about a loving friendship. Ask the pupils to identify the loving behaviour. Reflect upon the loving behaviour they • show to others.
Consider why some people get married or have marriage and stable relationships, and how this is important for family life.	• Families and people who care for me • Respectful relationships	• List reasons why people get married or have a civil partnership .e.g. to have a big party, to make a commitment before God/to each other, to show that they love each other , for legal reasons, to have children. • Ask children to discuss the reasons in groups then sort them along a continuum, starting with what they think is the best reason. Invite a visitor to talk about marriage and commitment. Discuss other choices that people make, e.g. living together a stable loving relationship, choosing to be being single. • Living and growing Unit 3 p40. • BBC Active Unit 4 :Family life: Marriage and partnerships: Marriage, partnerships and commitment. • BBC Active Unit 4: Family life: Celebrating events: Marriage celebrations. BBC Active Unit 4 : Family life: Celebrating events: Marriage vows. • BBC Active Unit 4: Family life: Celebrating events: writing focus: Marriage vows.
Questions for reflection and assessment.	Aspects of Relationships Education (Primary) taught in Year 5 • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe • Sex education: sensitive and age	• **How will you and your friends change physically as you go through puberty?** • **What is love?** • **Why do girls have periods, and how can they manage them?** • **Who can boys go to when they need help with puberty or their emotions?** • **What qualities do you like in your friendships?** • **How would you describe puberty in your own**

	appropriate for our children	**words?** • **Can you name some place where individuals, families and groups can get help and support?**

Relationship and Sex Education curriculum for children in YEAR 6 at St. Giles

Learning Outcomes Pupils will be able to	Aspect of Relationships Education (Primary)	Teaching Ideas
Revise and develop their understanding of puberty.	• *Part of the National Curriculum for Science.*	• Watch Videos- Living and growing Unit 3 Boy Talk, Girl Talk.
Understand that the pressure to conform to gender and body stereotypes comes from media and peer pressure.	• Caring friendships • Respectful relationships • Online relationships	• Groups make collage of male and female images. What attributes are favoured? • Show the picture of a model in a magazine. Ask – does she look like this every day? How did she prepare for this photo? • Useful website: www.dove.com/ca/en/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html • Why do magazines and adverts use airbrushing techniques? Why do people use filters before sending pictures? How do these techniques affect our perception of reality? Compare these pictures with photos of real people. Discuss the consequences. • Ask the children to write straplines that will encourage young people to think about the realities of these images so that they are not trying to achieve an unrealistic goal. Discuss the phrase - Beauty is only skin deep. • View the following clip http://www.dove.co.uk/cfrb/videos.html;jsessionid=A95EFFC5F3851A28592D571D12E58CB8 • Living and Growing Unit 3 p22.
Understand that the pressure to conform to gender and body stereotypes comes from media and peer pressure.	• Caring friendships • Respectful relationships • Online relationships	• Think about the films ‘Shrek’ and ‘Beauty and the Beast’. Did Princess Fiona and Beauty fall in love with the characters' looks? Using this example in groups of three, ask the children to list the

		qualities of what makes a person attractive. Ask them then to create a Diamond 9 (see page 100 from PSHE Matters) with the most desirable quality at the top. Across the whole class discuss their choices. Why does the world we live in seem to be so obsessed with what people look like? Who influences this? Discuss/debate.
Develop awareness of the pressures to conform to gender and some strategies on how to deal with gender based prejudice.	• Respectful relationships	• Complete agree /disagree continuum using gender statements e.g. boys don't cry, girls are not as good at sport etc. • Make a list of successful people who don't conform to stereotypical images and research some examples. • *Read Bill's New Frock* by Anne Fine/*Boy in the Girl's Dress* by David Walliams
Recognise the difference between healthy and unhealthy friendships and relationships , and understand their right to physical boundaries.	• Caring friendships • Respectful relationships • Online relationships • Being safe	• Discuss the meaning of the word attractive. In groups, list the qualities of 'what makes a person attractive, e.g. cheerful, good hairstyle, chatty, kind etc and arrange in a diamond 9 with most desirable quality at the top. • In groups do a Diamond 9 exercise on qualities that make a relationship work; Living and growing Unit 3 Activity Sheet 20. • What does having a boyfriend or girlfriend mean at Year 6? How does this differ for teenagers ? Use a scenario to discuss what is appropriate around physical contact and devise strategies to resist pressure , e.g. someone wants to hold their girlfriends hand in the playground , but she doesn't want to. Emphasise the importance of friendship. • Use drama to explore friendships and boyfriend/girlfriend issues in school. Emphasise that good friendships and relationships should be fun, supportive and caring. They do not involve coercion, pressure or violence. • BBC Active Unit 1: Growing up: Emotional changes : Crushes.. • BBC Active Unit 1: Growing up: Emotional

		changes: Writing focus: I've got a crush. • BBC Active Unit 1: Growing up: Emotional changes: Different times, different friendships. • BBC Active Unit 1: Growing up: Emotional changes: Asking someone out. • BBC Active Unit 1: Growing up: Emotional changes: First date
Understand the influence of the media when forming views on healthy and safe relationships	• Respectful relationships • Online relationships Being safe	• List qualities needed for good relationship. Living and growing Unit 3 p*39.* • Choose 2 characters in soap or other programme and identify the qualities in their relationship. Living and growing Unit 3 p36. • Using a current and appropriate pop song ask the pupils 'what idea of love does it portray'? • Look at some adverts. Identify the messages that the ad is trying to convey? What methods are being used to convey the message? Is the message truthful, realistic, and/or helpful? Ask the children in groups to act out or draw their own advert using similar methods to sell an undesirable product e.g. smelly sock.
Understand how to keep safe using the internet and other technology.	• Online relationships • Being safe	• Use some anonymous/made up Facebook and messaging entries to explore – is this safe or healthy behaviour e.g. accepting 100s of friends you don't know , putting personal details on such as address and mobile, making nasty comments about their children or adults? Emphasize the legal age for a Facebook account. • BBC Active Unit 3: Feelings: Keeping safe: Internet safety. • BBC Active Unit 3: Feelings: Keeping safe: Writing focus: Guide to internet safety. • Explore some typical hurtful text messages. Develop some strategies for responding safely, such as deleting the person's number from the • phone, asking an adult for help.

Consider their aspirations for the future.	• *PSHE curriculum: Growing up. This is progressively planned for in PSHE Matters.*	• Ask the children to write four wishes for the future- a physical change, a practical achievement, a personality trait and a change in lifestyle. How can they prepare for them? Discuss what they are looking forward to about growing up, and their • concerns for the future.
Questions for reflection and assessment	Aspects of Relationships Education (Primary) taught in Year 6 • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe • Sex education: sensitive and age appropriate for our children	• **What is risk? What sort of risks do children take with friends, or on the internet? How can they manage risk in different situations?** • **How can the media affect the way we behave and live our lives?** • **Can you identify the main reproductive parts and describe what they do?** • **What do babies need from their parents to be happy, safe and well cared for?** • **In what ways can you respond to unwanted behaviour such as stereotyping or aggression?**

Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe
• 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	• 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,	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	• that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to	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 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 • 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 • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy	truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	• practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.	online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.	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 recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.