



## Relationships and Sex Education Curriculum

### Foundation Stage

<b>Early Learning Goals</b>	Pupils need to... <ul style="list-style-type: none"> <li>• find out about and identify some features of living things, objects and events that they encounter</li> <li>• have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others</li> <li>• form good relationships with adults and peers</li> <li>• dress and undress independently and manage their own personal hygiene</li> </ul>
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The following section outlines the content our children will encounter as part of our planned RSE provision.

<b>Knowledge and Skills</b>	<b>Attitudes</b>
I know... <ul style="list-style-type: none"> <li>• what my body looks like</li> <li>• that there are differences and similarities between my body and my friends bodies</li> <li>• what my body can do</li> <li>• how my body has changed as I have grown</li> <li>• how to look after my body and keep it clean (including self-help skills)</li> <li>• who the members of my family are and trusted people who look after me</li> </ul>	I am learning... <ul style="list-style-type: none"> <li>• how to take care of myself and know what I still need help with</li> <li>• about how I feel about growing up</li> </ul>

## Key Stage 1 (Years 1 & 2)

<b>Statutory Science Curriculum</b>	Pupils need to know how... <ul style="list-style-type: none"> <li>• animals, including humans, move, feed, grow and reproduce</li> <li>• humans and other animals can produce offspring and these grow into adults</li> <li>• to recognise and explain the differences between the main external parts of the bodies of humans and other animals (not gender)</li> <li>• to recognise and explain the similarities and differences between themselves and others</li> <li>• to treat others with sensitivity</li> </ul>	
<b>Non-statutory PSHE curriculum most relevant to RSE</b>	Pupils need to know... <ul style="list-style-type: none"> <li>• the process of growing from young to old and how people's needs change over time</li> <li>• the names of the main parts of the body</li> <li>• the rules for, and ways of keeping safe ... and about people who can help them to stay safe</li> </ul>	<ul style="list-style-type: none"> <li>• how their behaviour affects other people</li> <li>• be able to identify and respect the differences and similarities between people and groups of people</li> <li>• that families and friends should care for each other</li> </ul>

The following section outlines the content our children will encounter as part of our planned RSE provision.

Those in **bold text** are related directly to the compulsory elements of the National Curriculum for Science.

<b>Knowledge and Skills</b>	<b>Attitudes</b>
I know... <ul style="list-style-type: none"> <li>• <b>the names of the main parts of the body</b></li> <li>• how to keep my body clean</li> <li>• how to stop common illnesses and diseases spreading</li> <li>• <b>how babies change and grow</b></li> <li>• how have I changed since I was a baby</li> <li>• what babies and children need</li> <li>• what my body can do</li> <li>• what my responsibilities are now that I am older</li> </ul>	I am learning... <ul style="list-style-type: none"> <li>• that I am in charge of my actions and my body</li> <li>• that I need to have a healthy attitude towards my own body and the bodies of others</li> <li>• that the parts of my body covered by my swimsuit are private and belong only to me</li> </ul>

## Lower Key Stage 2 (Years 3 & 4)

<b>Statutory Science Curriculum</b>	Pupils need to know... <ul style="list-style-type: none"> <li>• that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</li> <li>• about the main stages of the human life cycle</li> <li>• that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful, e.g. in causing disease</li> </ul>	
<b>Non-statutory PSHE curriculum most relevant to RSE</b>	Pupils need to know... <ul style="list-style-type: none"> <li>• that as they approach puberty, people's emotions change</li> <li>• how to deal with their feelings towards themselves, their family and others in a positive way as they approach puberty</li> <li>• about how the body changes as they approach puberty where appropriate</li> <li>• to recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable and unacceptable</li> <li>• that their actions affect themselves and others,</li> <li>• how to respect other people's feelings and to try to see things from their point of view</li> </ul>	<ul style="list-style-type: none"> <li>• that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know</li> <li>• how to ask for help and use basic techniques for resisting pressure to do wrong</li> <li>• about different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in a range of relationships</li> <li>• that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> </ul>

The following section outlines the content our children will encounter as part of our planned RSE provision.

Those in **bold text** are related directly to the compulsory elements of the National Curriculum for Science.

<b>Knowledge and Skills</b>	<b>Attitudes</b>
I know... <ul style="list-style-type: none"> <li>• <b>how males and females are different and what the different parts are called</b></li> <li>• <b>what the main stages of the human life cycle are</b></li> <li>• <b>how different illnesses and diseases spread</b> and what can I do to prevent this</li> <li>• why it is important to keep clean</li> <li>• what I am responsible for now and how will this change</li> <li>• what I can do for myself to stay clean and how will this change in the future</li> <li>• how parents and carers care for babies</li> <li>• how to follow and understand the 'Underwear Rule'</li> </ul>	I am learning... <ul style="list-style-type: none"> <li>• what it means to be 'grown up'</li> <li>• how to respect the differences between boys and girls</li> </ul>

## Upper Key Stage 2 (Years 5 & 6)

<b>Statutory Science Curriculum</b>	Pupils need to know... <ul style="list-style-type: none"> <li>that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</li> <li>about the main stages of the human life cycle</li> <li>that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful, e.g. in causing disease or preventing illnesses</li> </ul>	
<b>Non-statutory PSHE curriculum most relevant to SRE</b>	Pupils need to know... <ul style="list-style-type: none"> <li>that as they approach puberty, people's emotions change</li> <li>how to deal with their feelings towards themselves, their family and others in a positive way as they approach puberty</li> <li>about how the body changes as they approach puberty where appropriate</li> <li>to recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable and unacceptable</li> <li>that their actions affect themselves and others,</li> <li>how to respect other people's feelings and to try to see things from their point of view</li> </ul>	<ul style="list-style-type: none"> <li>that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know</li> <li>how to ask for help and use basic techniques for resisting pressure to do wrong</li> <li>about different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in a range of relationships</li> <li>that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> </ul>

The following section outlines the content our children will encounter as part of our planned RSE provision.

Those in **bold text** are related directly to the compulsory elements of the National Curriculum for Science.

<b>Knowledge and Skills</b>	<b>Attitudes</b>
I know... <ul style="list-style-type: none"> <li><b>what the male and female sexual parts are called and what they do</b></li> <li><b>what happens to the bodies of boys and girls when they reach puberty</b></li> <li>how the spread of viruses and bacteria can be stopped</li> <li><b>how are babies made</b></li> <li>about pregnancy and childbirth</li> <li>what contraception is</li> <li>how I can keep my growing and changing body clean</li> <li>how I can express my feelings positively as I grow up</li> <li>what adults should think about before they have a baby</li> </ul>	I am learning... <ul style="list-style-type: none"> <li>what influences my view of my body</li> <li>to have a healthy body image</li> <li>that sometimes I can be responsible for how others feel</li> <li>that adults should have a loving relationship before they have a baby</li> <li>to have a respectful and non-judgemental attitude towards different types of family</li> <li>that I need to develop a responsible attitude for my own and other's safety e.g. mobiles and social media; 'no' means 'no'; drugs and alcohol</li> </ul>