



Long Term Curriculum Overview 2019-20

Subject: Sex and Relationship Education

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

FS/KS1

Theme	Questions	Cross Curricular links
Relationships	Who is in my family? How are other families similar or different to mine? What do my family do for me? What do I like about my friend? What does my friend like about me? What can other people do to make me feel good? Who do I look after? Why shouldn't I tease other people?	PSHE framework links H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention H14. about the ways that pupils can help the people who look after them to more easily protect them L9. ways in which we are the same as all other people; what we have in common with everyone else. EYFS links PSED – Demonstrate friendly behavior, initiating conversations and forming good relationships with peers and familiar adults.(30-50) PSED - Takes steps to resolve conflicts with other children, e.g.finding a compromise. (40-60) PSED – Confident to speak to others about own needs, wants, interests and opinions. (40-60)
My body	Why are girls' and boys' bodies different? What do we call the different parts of girls' and boys' bodies?	Statutory guidelines fro the Science framework links Animals, including humans 'identify, name and label the basic parts of the human body and say which part of the body is associated with each sense.' (Year 1)
Life cycles	Where do babies come from? How much have I changed since I was a baby?	'notice that animals, including humans have offspring which grow into adults.' (Year 2) PSHE framework links R8. to identify and respect the differences and similarities people. L9. ways in which we are the same as all other people; what we have in common with everyone else H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls EYFS UW – Developing an understanding of growth, decay and changes. (30-50) Look closely at similarities, differences, patterns and change. (40-60) They make observations of animals and plants and explain whw some things occur, and talk about

		change. (ELG)
Keeping safe and looking after myself	Which parts of my body are private? When is it OK to let someone touch me? How can I say 'no' if I don't want someone to touch me? Who should I tell if someone want to touch my private parts?	PSHE framework links H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention H14. about the ways that pupils can help the people who look after them to more easily protect them H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets . R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
People who can help me	Who can I ask if I need to know something? Who can I go to if I am worried about something?	PSHE framework links between H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets R1. to communicate their feelings to others, to recognise how others show feelings and how to respond. L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

Lower KS2

Theme	Questions	Cross Curricular links
Relationships	How have my relationships changed as I have grown up? Why do friendships change? How can I be a good friend? Why can it be fun to have a friend who is different to me? What are some of the bad ways people can behave towards one another? How do I know when I am bullied?	PSHE framework links R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families

	<p>What do I do if I am being bullied? How can I make up with my friend when we have fallen out? Why are some parents married and some not?</p>	<p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>
My body	<p>How has my body changed since I was a baby? Why is my body changing? Why are some children growing quicker than others? Why are some girls in my class taller than the boys? How do girls and boys grow differently? Why are we all different? Is it ok to be different? What are similarities and differences between boys and girls? Should boys and girls behave differently?</p>	<p>PSHE framework links</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p>
Feelings	<p>What makes me feel good? What makes me feel bad? How do I know how other people are feeling? Why are my feelings changing as I get older? How do I feel about growing up and changing? How can I cope with strong feelings?</p>	<p>PSHE framework links</p> <p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p>
Life cycles	<p>Why does having a baby need a male and female? What are eggs and sperm? How do different animals have babies? How so different animals look after their babies before and after birth? What happens when people get older?</p>	<p>PSHE framework links</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p>

<p>Keeping safe and looking after myself</p>	<p>What are food habits for looking after my growing body? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? When is it good or bad to keep secrets?</p>	<p>PSHE framework links</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p>
<p>People who help us</p>	<p>Who can I talk to if I feel anxious or unhappy? Where can I find information about growing up?</p>	<p>PSHE framework links</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p>

Upper KS2

Themes	Questions	Cross Curricular links
<p>Relationships</p>	<p>What are that important relationships in my life now? What is love? How do we show we love one another? Can people of the same sex love one another? Is this ok? What are the different kinds of families and</p>	<p>PSHE framework links</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them</p>

	<p>partnerships? What do the words 'gay' and 'lesbian' mean? Why does calling someone 'gay' count as bullying? What should I do if someone is being bullied or abused? Are boys and girls expected to behave differently?</p>	<p>uncomfortable or anxious or that they think is wrong</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>
My body	<p>What is puberty? Does everyone go through it? At what age? What body changes do boys and girls go through at puberty? Why are some girls 'tomboys' and some boys a bit 'girly'? Is my body normal? What is a 'normal' body? How will my body change as I get older?</p>	<p>PSHE framework links</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>Science framework</p> <p>Living things and their habitats 'describe the different life cycles of a mammal'</p> <p>Animals, including humans 'describe the changes as humans develop to old age' 'pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.'</p>
Feelings and attitudes	<p>What kinds of feelings come with puberty? What are sexual feelings? What are wet dreams? What is masturbation? Is it normal? How can I cope with these different feelings and mood swings? How can I say 'no' to someone without hurting their feelings? What should I do if my family or friends don't see things the way I do? What do families from other cultures and religions think about growing up? Can I believe everything I see on the TV about perfect bodies/relationships/girls and boys.....to be true?</p>	<p>PSHE framework links</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>R1. to recognise and respond appropriately to a wider range of feelings in others</p>
Lifecycles/human reproduction	<p>What is sex? What is sexual intercourse? How many sperm does a man produce? How many eggs does a woman have? How many sperm reach the egg to make a baby? Does conception always occur or can it be</p>	<p>PSHE framework links</p> <p>H19. about human reproduction</p> <p>Science framework</p> <p>Living things and their habitats 'describe the different life cycles of a mammal'</p> <p>Animals, including humans 'describe the changes as humans develop to old age'</p>

	<p>prevented? How do families with same-sex parents have babies? How does the baby develop? How is the baby born? What does a new baby need to keep it happy and healthy?</p>	<p>‘pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.’</p>
<p>Keeping safe and looking after myself</p>	<p>How can I look after my body now I am going through puberty? How can girls manage periods (menstruation)? How can people get diseases from sex and can they be prevented? What is HIV, how do you get it and how can you protect yourself from it?</p>	<p>PSHE framework links</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>
<p>People who help me/getting help and advice</p>	<p>Who can I talk to if I want help or advice? Where can I find information about puberty and sex? How can I find reliable information about these things safely on the internet?</p>	<p>PSHE framework links</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</p>

In addition Year 6 should consider the following questions

Theme	Questions	Cross Curricular links
Relationships	<p>What makes a relationship happy or unhappy?</p> <p>Why do relationships change during adolescence?</p> <p>Who do people get married or have a civil partnership?</p> <p>What can I do about family and friendship break-ups?</p> <p>Should everyone have a boyfriend or girlfriend at my age?</p> <p>What does it mean to be gay, lesbian or bisexual or transgender?</p>	<p>PSHE framework links</p> <p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p>
My body	<p>Am I normal? What is normal for my age? If I am a late-developer, will I catch up?</p> <p>Why do the media show so many pictures of thin/muscles/perfect celebrities? Should we all look like this?</p> <p>How do hormones are raging during adolescence – what effect do they have on the body?</p> <p>How do hormones affects boys and girls differently?</p> <p>What is the menstrual cycle and how does it affect fertility?</p> <p>Why do boys have erections?</p>	<p>Science framework</p> <p>Living things and their habitats</p> <p>‘describe the different life cycles of a mammal’</p> <p>Animals, including humans</p> <p>‘describe the changes as humans develop to old age’</p> <p>‘pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.’</p> <p>PSHE framework links</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H19. about human reproduction</p>
Feelings and attitudes	<p>What is the difference between sexual attraction and love?</p>	<p>PSHE framework links</p> <p>R1. to recognise and respond appropriately to a wider range of feelings in others</p>

	How will I know if I am in love? Is it normal to be attracted or in love with someone of the same gender? Does this mean I am gay or lesbian?	
Keeping safe and looking after my sexual health	How do women get pregnant and how does the baby develop?	Science framework Living things and their habitats 'describe the different life cycles of a mammal'
People who can help me/Sources of help and advice	Can I see a doctor or nurse in private?	PSHE framework links R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong