| **Sex and relationship education (SRE)** | | | | | |
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| **Y1**  *No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.* | **Y2**  **Boys and girls, families** | **Y3**  *An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.* | **Y4**  **Growing up and changing** | **Y5**  *Schools can decide to teach the entire, or aspects, of the Year 4 or Year 6 SRE unit of work in Year 5 if preferred.* | **Y6**  **Healthy relationships**  **How a baby is made** |
|  | 1. **Pupils learn to understand and respect the differences and similarities between people**   **Pupils**   * + are able to define difference and similarity   + understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that |  | 1. **Pupils learn about the way we grow and change throughout the human lifecycle**   **Pupils**   * + can identify changes throughout the human life cycle   + understand change is on-going   + understand change is individual | 1. **Pupils learn about the changes that occur during puberty**   **Pupils**   * + can identify the physical, emotional & behavioural changes that occur during puberty for both males and females   + understand that puberty is individual and can occur any time between 8-17   understand that body changes at puberty are a preparation for sexual maturity | Recap lessons of year 4 and 5 |
|  | 1. **Pupils learn about the biological differences between male and female animals and their role in the life cycle**   **Pupils**   * + know that female mammals give birth and nurse their young   + can describe the biological differences between male and female   + understand that the creation of life requires a male and female |  | 1. **Pupils learn the physical changes associated with puberty**   **Pupils**   * are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults * identify physical changes associated with puberty * Understand that everyone’s experience of puberty is different and that it begins and ends at different times | 1. **Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact**   **Pupils**   * understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture * can recognise and challenge gender stereotypes   understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour |  |
|  | 1. **Pupils learn about growing from young to old and that they are growing and changing**   **Pupils**   * + can identify key stages in the human life cycle   + understand some ways they have changed since they were babies   understand that all living things including humans start life as babies |  | 1. **Pupils learn the biological differences between male and female children**   **Pupils**   * + identify and name biological terms for male and female sex parts   + can label the male and female sex parts with confidence   understand that the male and female sex parts are related to reproduction | 1. **Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships**   **Pupils**   * can identify positive qualities and expectations from a variety of relationships * can explain the similarities and differences between friendships and intimate relationships * can describe that there are different types of intimate relationships, including marriage   understand that sex or making love may be one part of an intimate relationship between adults |  |
|  | 1. **Pupils learn that everybody needs to be cared for and ways in which they care for others**   **Pupils**   * + understand that we all have different needs and require different types of care   + identify ways we show care towards each other   + understand the links between needs, caring and changes throughout the life cycle |  | 1. **Pupils learn about the impact of puberty on physical hygiene and strategies for managing this**   **Pupils**   * + can explain how changes at puberty affect body hygiene   + can describe how to care for their bodies during puberty   + can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming | 1. **Pupils learn about human reproduction in the context of the human lifecycle**   **Pupils**   * understand that sexuality is expressed in a variety of ways between consenting adults * know that sexual intercourse may be one part of a sexual relationship * can describe how babies are made and explain how sexual intercourse is related to conception   can name the male and female sex cells and reproductive organs |  |
|  | 1. **Pupils learn about different types of family and how their home-life is special**   **Pupils**   * + can describe different types of family   + identify what is special and different about their home life   understand families care for each other in a variety of ways |  | 1. **Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty**   **Pupils**   * + are able to describe how feelings and behaviour change during puberty   + can devise strategies for managing these changes   + understand how changes during puberty can affect relationships with other people | 1. **Pupils learn how a baby is made and grows (conception and pregnancy)**   **Pupils**   * know the male and female body parts associated with conception and pregnancy * can define conception and understand the importance of implantation in the womb * know what pregnancy is, where it occurs and how long it takes |  |
|  |  |  | 1. **Pupils learn strategies to deal with feelings in the context of relationships**   **Pupils**   * + are able to identify feelings and understand how they affect behaviour   + can practise strategies for managing relationships and changes during puberty   + can empathise with other people’s feelings in relationships, including parents and carers | 1. **Pupils learn about roles and responsibilities of carers and parents**   **Pupils**   * can identify some of skills and qualities needed to be parent and carer * understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children   can recognise that both men and women can take on these roles and responsibilities |  |
|  |  |  | 1. **Pupils learn to answer each other’s questions about puberty with confidence, to seek support and advice when they need it**   **Pupils**   * + can identify sources of information, support and advice for children and young people   + can use appropriate language to discuss puberty and growing up with confidence   + can answer their own questions about puberty and growing up | 1. **Pupils learn to answer each other’s questions about sex and relationships with confidence, where to find support and advice when they need it**   **Pupils**   * can answer their own questions about sex and relationships * can use appropriate language to discuss sex and relationships and growing up with confidence   can identify sources of information, support and advice for children and young people |  |
|  |  |  |  |  | **Additional lessons:** schools will want to consider including these lessons as part of their SRE policy development |

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| **National Curriculum link:** | | **Science - animals, including humans** **(statutory requirements)** |
| **Pupils:** | **Pupils should be taught to:** | |
| Year 1 | 1. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | |
| Year 2 | 1. notice that animals, including humans, have offspring which grow into adults | |
| Year 5 | 1. describe the changes as humans develop to old age | |

This scheme of work suggests that sex and relationship education is taught in Years 2, 4 and 6.

Some schools will prefer to teach sex and relationship education in each year group or may want to teach a particular topic across consecutive year groups as identified on the grid above.

PSHE subject leaders can adapt this PSHE curriculum area of learning to best suit the school’s individual approach.