| **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
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|  |  |  | 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
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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.