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| **Styal Primary School** **Relationship and Sex Education Curriculum** |
| **Curriculum Intent:**The main aim of the RSE curriculum at Styal Primary School is to ensure children can recognise what healthy relationships look like with: family, friend, acquaintance, professional relationships and strangers, both in real life and online. We want our children to leave Styal with the ability to know what to do if they are in a relationship or situation which makes them feel unsafe, worried or uncomfortable.  |

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| **Summer Term EYFS** |
|  | **Pupils Learn…** |
| Lesson 1  | Our Bodies I will name the main parts of boys’ and girls’ bodies | * NSPCC Pants are private rules
* to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) Understand that some people use nicknames for part of our bodies.
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| Lesson 2  | Is It OK?I will understand how to respect my own and other people’s bodies. | * about how to respond if someone does something that makes them feel uncomfortable to unsafe
* basic techniques for resisting pressure to do
* something they don’t want to do and which may make them unsafe
* what to do if they feel unsafe or worried for

themselves or others; who to ask for help and vocabulary* to use when asking for help; importance of keeping trying until they are heard
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| Lesson 3  | Pink and BlueI will understand that we are all different and different people like different things. | * to recognise the ways in which we are all unique
* to recognise the ways in which they are the same and different to others
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| Lesson 4 | Your Family, My FamilyI will understand how families are the same and how they are different | * about different types of families including those that may be different to their own
* to identify common features of family life
* that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
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| Lesson 5 | Getting OlderI will describe how I will change as I get older. | * about growing and changing from young to old and how people’s needs change
* about preparing to move to a new class/year group
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| Lesson 6 | ChangesI can describe things that might change in a person’s life and how it might make them feel. | * about change and loss; to identify feelings associated with this; to recognise what helps people to feel better
* about preparing to move to a new class/year group
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| **Summer Term KS1** |
|  | **Pupils Learn…** |
| Lesson 1  | Our Bodies I will name the main parts of boys’ and girls’ bodies | * to recognise that some things are private and the
* importance of respecting privacy; that parts of their body covered by underwear are private
* to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
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| Lesson 2  | Is It OK?I will understand how to respect my own and other people’s bodies. | * about how to respond if physical contact makes them feel uncomfortable or unsafe
* basic techniques for resisting pressure to do
* something they don’t want to do and which may make them unsafe
* what to do if they feel unsafe or worried for

themselves or others; who to ask for help and vocabulary* to use when asking for help; importance of keeping trying until they are heard
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| Lesson 3  | Pink and BlueI will understand that we are all different and different people like different things. | * to recognise the ways in which we are all unique
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| **Summer Term LKS2** |
| Lesson 1  | Families and close positive relationships | * to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
* about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
* that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
* that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
* that a feature of positive family life is caring relationships; about the different ways in which people care for one another
* to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
* how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
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| Lesson 2  | Friendships | * about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
* to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
* the importance of seeking support if feeling lonely or excluded
* that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
* to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
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| Lesson 3 | Safe relationships | * about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); -
* about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns –
* how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know –
* recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
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| Lesson 4 | Respecting self and others | * that personal behaviour can affect other people; to recognise and model respectful behaviour online
* to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
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| Lesson 5 | Ourselves, growing and changing  | * about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹
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| Lesson 6 | Ourselves, growing and changing  | * about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
* about where to get more information, help and advice about growing and changing, especially about puberty
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| **Summer Term UKS2** |
|  | **Pupils Learn…** |
| Lesson 1  | Changing Bodies I will describe the changes that people’s bodies go through during puberty and how we can look after our changing bodies.  | * to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
* about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
* about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
* about where to get more information, help and advice about growing and changing, especially about puberty
* recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
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| Lesson 2  | Changing Emotions I will describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. | * to recognise that feelings can change over time and range in intensity
* about everyday things that affect feelings and the importance of expressing feelings
* a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
* strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
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| Lesson 3  | Just the way you areI will recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body. | * about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
* to recognise their individuality and personal qualities
* to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
* about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
* recognise ways in which the internet and social media can be used both positively and negatively
* about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
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| Lesson 4 | Relationships I will understand what a loving relationship is and that there are many types of relationships. | * to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
* that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
* about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
* that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
* that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
* to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
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| Lesson 5 | Let’s Talk About SexI will understand what a sexual relationship is and who can have a sexual relationship. | * that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
* to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
* about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for
* recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
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| Lesson 6 | Human Reproduction I will describe the process of human reproduction, from conception to birth. | * about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for
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