

Relationship education (RE)

| Y1 <i>No specific unit of work for this year group, although aspects of Relationship Education are covered through other PSHE topics in this year group such as friendships, feelings and emotions</i> | Y2 Boys and girls, families | Y3 and Y4 <i>No specific unit of work for this year group, although aspects of Relationship Education are covered through other PSHE topics in this year group such as friendships, feelings and emotions</i> | Y5 Growing up and changing | Y6 Growing up and changing |
|--|---|---|---|---|
| | <p>1. Pupils learn to understand and respect the differences and similarities between people</p> <p>Pupils</p> <ul style="list-style-type: none"> 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 | | <p>1. Pupils learn about the way we grow and change throughout the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify changes throughout the human life cycle understand change is on-going understand change is individual | <p>1. Pupils learn about the way we grow and change throughout the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify changes throughout the human life cycle understand change is on-going understand change is individual |
| | <p>2. Pupils learn about growing from young to old and that they are growing and changing</p> <p>Pupils</p> <ul style="list-style-type: none"> 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 | | <p>3. Pupils learn the physical changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> 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 | <p>1. Pupils learn the physical changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> 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 |
| | <p>3. Pupils learn that everybody needs to be cared for and ways in which they care for others</p> <p>Pupils</p> <ul style="list-style-type: none"> 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 | | <p>3. Pupils learn about menstruation and wet dreams</p> <p>Pupils</p> <ul style="list-style-type: none"> can describe menstruation and wet dreams can explain effective methods for managing menstruation and wet dreams <p>understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</p> | <p>2. Pupils learn about menstruation and wet dreams</p> <p>Pupils</p> <ul style="list-style-type: none"> can describe menstruation and wet dreams can explain effective methods for managing menstruation and wet dreams <p>understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</p> |
| | <p>4. Pupils learn about different types of family and how their home-life is special</p> <p>Pupils</p> <ul style="list-style-type: none"> 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 | | <p>4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p> <p>Pupils</p> <ul style="list-style-type: none"> can explain how changes at puberty affect body hygiene can describe how to care for their bodies during puberty <p>can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</p> | <p>3. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p> <p>Pupils</p> <ul style="list-style-type: none"> can explain how changes at puberty affect body hygiene can describe how to care for their bodies during puberty <p>can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</p> |

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|---|--|--|--|--|
| | | | 5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty Pupils <ul style="list-style-type: none"> 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 | 4. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty Pupils <ul style="list-style-type: none"> 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 |
| | | | 5. Pupils learn strategies to deal with feelings in the context of relationships Pupils <ul style="list-style-type: none"> 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 | 5. Pupils learn strategies to deal with feelings in the context of relationships Pupils <ul style="list-style-type: none"> 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 |
| | | | 6. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it Pupils <ul style="list-style-type: none"> 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 | 6. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it Pupils <ul style="list-style-type: none"> 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 |

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| National Curriculum link: | Science – living things, animals including humans |
| Pupils: | Pupils should be taught to: |
| Year 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 | notice that animals, including humans, have offspring which grow into adults |
| Year 5 | describe the life process of reproduction in some plants and animals describe the changes as humans develop to old age |