

RSE curriculum overview

Suggested 'lycra' model: These sessions may be taught at any time of the year. Please also see SEAL materials. This has taken into account views of parents and staff during the review 2015 (reviewed 2016 with policy)

***IMPORTANT:** All RSE lessons should be delivered **after giving parents opportunities to view materials**. Although age groups are suggested the 'lycra' model means that they can be altered to support the cohort being taught at that moment as long as the following teacher is aware of previous coverage

NSPCC PANTS



Check also that you are respecting beliefs of children in your class.

year				
Foundation	To be able to talk about my family and friends.	To learn to respect and celebrate our differences including body shape differences, boy/girl	To know that it is ok to express their feelings. To be able to express feelings in a polite and assertive way.	Start to understand 'personal space' Start to talk about keeping ourselves safe NSPCC PANTS and online safety (This needs to be visited each year)
Y1		To be able to name different body parts for girls and boys.	the importance of and how to maintain personal hygiene	
Y2	To know about belonging to a family group. To know that families can be made up in different ways.		Life cycles	to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
Y3	what positively and negatively affects their physical, mental and emotional health (including the media)	Know about changes as we get older <u>Living and Growing Unit 2</u> <u>'Changes' programme.</u> watch before using and may decide to watch first part only		

Y4	Revisit Know about changes as we get older <u>Living and Growing Unit 2 'Changes' programme.</u>	To know the changes that takes place in puberty. <u>Living and Growing Unit 3. 'Girl Talk' and 'Boy Talk' programmes</u>	To recognise when they feel safe and safe people to be with.	that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
Y5	To know that everyone is different as we grow and change and to respect this <u>Living and Growing Unit 2 'Changes' programme.</u>	To know how babies are born. Foetal growth <i>This might be other than human</i>		the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
Y6	To understand what makes a relationship work. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement	To consolidate knowledge about puberty. To know about human reproduction. <u>Living and Growing Unit 2 'How babies are made' programme</u>	To consolidate children's knowledge about sexual relationships. <u>Living and Growing Unit 3 'Let's talk about Sex'.</u> including contraception	to recognise and challenge stereotypes