

Sex and relationship education (SRE)					
Y1 <i>No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.</i>	Y2 Boys and girls, families	Y3 <i>An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.</i>	Y4 Growing up and changing	Y5 <i>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.</i>	Y6 Healthy relationships How a baby is made
	<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 changes that occur during puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> • 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
	<p>2. Pupils learn about the biological differences between male and female animals and their role in the life cycle</p> <p>Pupils</p> <ul style="list-style-type: none"> • 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 		<p>2. 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>2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p>Pupils</p> <ul style="list-style-type: none"> • 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

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	<p>3. Pupils learn the biological differences between male and female children</p> <p>Pupils</p> <ul style="list-style-type: none"> • 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 		<p>3. Pupils learn about menstruation</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 • understand the relationship between the sex cells (sperm and ovum) and menstruation 		<p>3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <p>Pupils</p> <ul style="list-style-type: none"> • 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
	<p>4. 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>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 • can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming 		<p>4. Pupils learn about human reproduction in the context of the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> • 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

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	<p>5. 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>5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <p>Pupils</p> <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 		<p>5. Pupils learn how a baby is made and grows (conception and pregnancy)</p> <p>Pupils</p> <ul style="list-style-type: none"> • 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
	<p>6. 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>6. Pupils learn strategies to deal with feelings in the context of relationships</p> <p>Pupils</p> <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 		<p>6. Pupils learn about roles and responsibilities of carers and parents</p> <p>Pupils</p> <ul style="list-style-type: none"> • 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
			<p>7. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</p> <p>Pupils</p> <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 		<p>7. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> • 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

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					Additional lessons: schools will want to consider including these lessons as part of their SRE policy development
					<p>8. Pupils learn that contraception can be used to stop a baby from being conceived</p> <p>Pupils:</p> <ul style="list-style-type: none"> • know that a condom stops sperm from meeting an egg and therefore stops fertilisation • know that women can take a pill to stop an egg being released, preventing conception • understand contraception is both partners' responsibility
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National Curriculum link:	Science - animals, including humans (statutory requirements)
Pupils:	Pupils should be taught to:
Year 1	4.1 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	4.2 notice that animals, including humans, have offspring which grow into adults
Year 5	4.3 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.