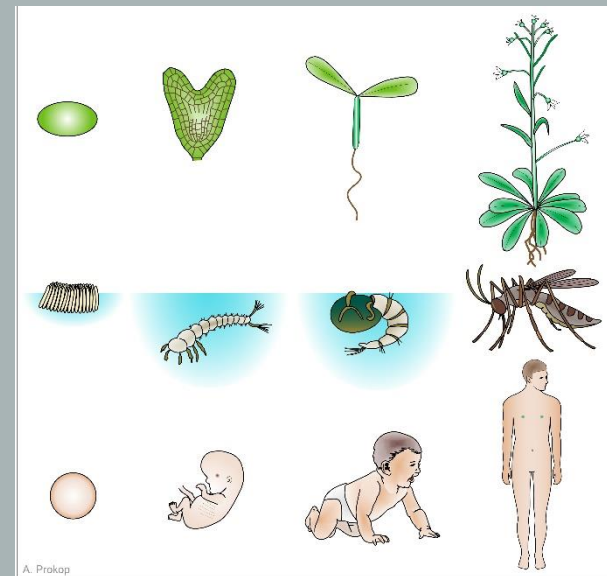


Curriculum Skills and Progression Relationships and Sex Education



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The Nebula Federation

Old Catton Junior School

Skills Map – Relationships and Sex Education

RSE will deliver a spiral curriculum that enables pupils to build on their prior learning by revisiting themes to enable pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues.

The purpose of each of our RSE lessons is to answer questions about the wider world, the status quo and to develop our understanding of the workings of relationships and the human body. Consequently, it is harder to determine what Greater Depth looks like within discrete lessons, and while some topics have outcomes which specifically lend themselves to fitting an assessment criteria; others do not. Instead we look to individuals and how they perceive themselves and others, and approach challenges in their lives. By using individual case studies, conversations and the attitudes of pupils in our school, we can get a true understanding of their knowledge, beliefs and values towards their roles and responsibilities to the wider world.

Due to the nature of our RSE lessons, we do not produce the same amount of in-depth written work as other subjects. We instead opt for deeper thinking and discussions during our sessions to promote an inclusive environment for all children, regardless of their knowledge and ability. However, some topics require written activities in order to consolidate pupils' learning at the teacher's discretion.

Our evidence of RSE lessons comes in scrapbooks and discussions with pupils. The nature of our lessons are very child-led and have a vast amount of practical activities which teachers will endeavour to evidence in scrapbooks but due to some lessons being fast moving, this may not be possible but instead, conversations with pupils will provide evidence of their learning and understanding.

The EYFS and KS1 guidance has been kept in the document as areas may need to be referred to in order to assess prior knowledge and fill in any gaps.

Appendix 1: PSHE/RSE Long Term Plans
Appendix 2: RSE mapped to PSHE guidance

R Year group Reception

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognize what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they name the main body parts? • Can they show that family and friends should care for each other? • Can they identify and respect differences and similarities between people? 			<ul style="list-style-type: none"> • To recognise some feelings • To recognise that their behaviour affects other people, especially when angry • To know who to ask for help • To understand that there are different types of families • To know how the body changes since birth • To name parts of the body and their uses • To understand some basic hygiene principles • To know how to keep clean • To know how to look after themselves 		
Key Vocabulary					
Clean, similar, different, family, boy, girl, male, female, body part, penis, vagina, safe,					

1 Year Group One

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils are able to communicate about feelings, to recognize how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work collaboratively including strategies to resolve simple arguments through negotiation.	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they name the main body parts? • Can they explain and show that family and friends should care for each other? • Can they identify and respect the differences and similarities between people? 			<ul style="list-style-type: none"> • To understand there are different types of families • To know who to ask for help • To know how I am special • To understand that babies become children and then adults • To know how people grow and change • To know the difference between boy and girl babies • To understand some basic hygiene principles • To know how to keep clean • To know how to look after myself 		
Key Vocabulary					
Clean, similar, different, family, boy, girl, male, female, body part, penis, vagina					

2 Year Group Two

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them.	Pupils understand the can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that make them feel uncomfortable, worried or afraid.
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they name the main body parts? • Can they explain and show that family and friends should care for each other? • Can they identify and respect the differences and similarities between people? 			<ul style="list-style-type: none"> • To understand there are different types of families • To know how I am special • To know how I belong • To describe some differences between boys and girls • To describe how people change over time • To describe some differences between male and female animals • To understand basic hygiene • To know how to look after myself • To know which parts of me are private 		
Key Vocabulary					
Clean, similar, different, sex, gender roles, stereotypes, boy, girl, male, female, body part					

3 Year Group Three

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify their personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they recognise the risks and how to behave appropriately • Can they understand how their body changes over time • Are they aware of different types of touch 			<ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong • To understand how to overcome peer pressure • To understand different kinds of touch and personal space • To give real life advice and problem solve • To explore gender stereotypes • To know the differences between males and females • To understand how my body changes throughout my life 		
Key Vocabulary					
Stereotypes, gender roles, similar, different, male, female, body part, penis, vagina,					
<p>Cross Curricular links with Science: As we work on a rolling programme, pupils in Year 3 may be accessing the Year 4 curriculum for Science. Therefore, the following Year 4 objectives may be covered in Year 3: Living things and their habitats (Living in Environments, Year 2, Summer 2) - Explore and use classification keys to help group, identify and name a variety of living things</p> <p>Cross-Curricular links to Computing:</p>					

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

4 Year Group Four

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors including family types and personal identity.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? 			<ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong • To explore gender stereotypes • To know the differences between males and females • To understand how my body changes throughout my life • To understand what puberty is • To know about the physical and emotional changes of puberty • To understand that each person experiences puberty differently 		
Key Vocabulary					
Stereotypes, gender roles, similar, different, male, female, penis, vagina, puberty, period, pregnancy					
<p>Cross Curricular links with Science: As we work on a rolling programme, pupils who have not covered these objectives in year 3, will cover them in Year 4: Living things and their habitats (Living in Environments, Year 2, Summer 2)</p> <ul style="list-style-type: none"> - Explore and use classification keys to help group, identify and name a variety of living things <p>Cross-Curricular links to Computing:</p>					

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

5 Year Group Five

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can anticipate how their emotions may change as they approach and/or move through puberty.	Pupils can anticipate how their body may change as they approach and/or move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission.	Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen.
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? • Can they use strategies to cope with changes? 			<ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong • To explore gender stereotypes • To understand how my body changes throughout my life • To know how to keep clean • To understand and describe different coping strategies • To explore how the body changes throughout puberty • To understand what hormones are 		
Key Vocabulary					
Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, hormones					
<p>Cross-Curricular links to Science: In Upper Key Stage 2, we have a 2 year rolling programmes so children will cover the Year 5 and 6 objectives within these 2 years. <u>The following Year 5 objectives will be covered:</u> Living things and their habitats (Life Cycles, Year 1, Autumn 1):</p> <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, amphibian, an insect and a bird - Describe the life process of reproduction in some plants and animals Animals including humans (Changes and Reproduction, Year 2, Summer 2):					

- Describe the changes as humans develop to old age
- Compare the gestation periods of humans to other animals

The following Year 6 objectives will be covered:

Living Things and Their Habitats (Classifying Organisms, Year 1, Summer 1)

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms

Animals including Humans (Health Bodies, Year 2, Autumn 1)

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Evolution and Inheritance (Evolution and Inheritance, Year 1, Spring 1)

- Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents

Cross-Curricular links to Computing:

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

6 Year Group Six

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? • Are they aware of risks and how to deal with them? 			<ul style="list-style-type: none"> • To understand what hormones are • To explore different strategies to deal with changes • To explain physical changes in males and females (periods, puberty) • To be able to identify some risks in specific situations • To be able to identify what influences their decisions • To understand how self-confidence, communication skills and assertiveness can help them to keep safe 		
Key Vocabulary					
Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, risk, challenge, decision					
<p>Cross-Curricular links to Science: In Upper Key Stage 2, we have a 2 year rolling programmes so children will cover the Year 5 and 6 objectives within these 2 years. <u>The following Year 5 objectives will be covered:</u> Living things and their habitats (Life Cycles, Year 1, Autumn 1):</p> <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, amphibian, an insect and a bird - Describe the life process of reproduction in some plants and animals <p>Animals including humans (Changes and Reproduction, Year 2, Summer 2):</p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age 					

- Compare the gestation periods of humans to other animals

The following Year 6 objectives will be covered:

Living Things and Their Habitats (Classifying Organisms, Year 1, Summer 1)

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms

Animals including Humans (Health Bodies, Year 2, Autumn 1)

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Evolution and Inheritance (Evolution and Inheritance, Year 1, Spring 1)

- Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents

Cross-Curricular links to Computing:

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
<p>Breaking the Ice</p> <p>Our Class</p> <p>Respect</p> <p>Rules</p> <p>PANTS</p>	<p>Environment</p> <p>Climate change (parts 1-4)</p>	<p>Health</p> <p>The big vote - Cancer</p> <p>Understanding cancer</p> <p>Health care - improving life expectancy</p> <p>Hospice care</p> <p>The gift of sight</p>	<p>Relationships</p> <p>Peer Pressure - it's your choice</p> <p>Belonging to groups</p> <p>Jealousy - the green eyed monster</p>	<p>Inspirational people:</p> <p>Ghandi</p> <p>Florence Nightingale and Mary Seacole</p> <p>Nelson Mandela</p>	<p>Inspiring stories:</p> <p>Young Fundraisers</p> <p>Muhammed Ali</p> <p>How can I m</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
<p>Breaking the Ice</p> <p>Our Class</p> <p>Rules</p> <p>Keeping Safe in Cyberspace</p> <p>PANTS</p>	<p>Caring for the environment</p> <p>The value of trees (parts 1-3)</p> <p>Protecting local habitats</p>	<p>Environment</p> <p>How should we farm?</p> <p>Water - our most precious resource?</p>	<p>Media</p> <p>Fake news</p> <p>Using statistics to understand the world</p> <p>It's a good news day</p>	<p>Social action</p> <p>Go-Givers community Centre</p> <p>Homelessness</p> <p>Fair trade</p> <p>How can I make a difference?</p>	<p>Ethical reasoning</p> <p>Dilemmas</p> <p>Where do you stand?</p>

Year 4 RSE and PSHE Curriculum Overview - Updated Sept 2019

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
Class Rules PANTS Social Action What is a charity? What is philanthropy? How can I make a difference?	Cultural Diversity Diversities - identities Invaders and settlers Seeking a refugee The immigration debate	Human rights Rights and responsibilities - freedom Rights and responsibilities - getting the balance right Individual liberty	Human rights The right to education Mind the gap - Developing and developed countries The gap exposed - child labour	Democracy Democracy parts 1-3 Brexit parts 1 and 2 Magna Carta	Conflict resolution Mediation - resolving conflict Working for peace

Year 5 RSE and PSHE Curriculum Overview - Updated Sept 2019

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
Class Rules PANTS Democracy and the Economy In times of need Why do we pay taxes? part 1 Why do we pay taxes? part 2	Disasters - Who's responsible? Disaster - prevention is better than cure Disaster - Quake Hillsborough the big lies	Social action and technology Sharing ideas - network Using technology for good AI How can I make a difference?	Mental Health Stressed out Your amazing brain	Respecting others Equal opportunities Respecting all our differences (homophobia) Righting wrongs - discrimination against gay people	Ethical reasoning Dilemmas Where do you stand? Digital citizenship Lessons coming soon!

Year 6 RSE and PSHE Curriculum Overview - Updated Sept 2019