

RELATIONSHIP, SEX AND HEALTH EDUCATION

YEAR 3	YEAR 4	YEAR 5	YEAR 6
Growing and Changing	Growing and Changing	Growing and changing	Growing and changing
<ol style="list-style-type: none"> 1. Relationship Tree 2. Body space 3. Secret or Surprise? 	<ol style="list-style-type: none"> 1. Moving house 2. My feelings are all over the place! 3. All change! 4. Preparing for puberty 5. Together 	<ol style="list-style-type: none"> 1. How are they feeling? 2. Taking notice of our feelings 3. Dear Hetty 4. Changing body's and Feelings 5. Growing up and Changing bodies 6. It could happen to anyone 7. Help! I'm a teenager get me out of here 8. Stop, start, stereotype 	<ol style="list-style-type: none"> 1. Helpful or unhelpful/Managing change. 2. I look great 3. Media manipulation 4. Pressure online 5. Is this normal? 6. Dear Ash 7. Making Babies 8. What is HIV?
<p>Relationship tree Children will be able to: Identify different types of relationships; Recognise who they have positive healthy relationships with.</p> <p>Body space Children will be able to: Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Secret or surprise? Children will be able to: Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>	<p>Moving house Children will be able to: Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change.</p> <p>Children will be able to: My feelings are all over the place! Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.</p> <p>All change! Children will be able to: Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens.</p> <p>Preparing for changes at puberty Children will be able to: Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods.</p>	<p>How are they feeling? Children will be able to: Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.</p> <p>Taking notice of our feelings Children will be able to: Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>Dear Hetty Children will be able to: Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like.</p> <p>Changing bodies and feelings Children will be able to: Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.</p>	<p>Helpful or unhelpful? Managing change Children will be able to: Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.</p> <p>I look great! Children will be able to: Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks.</p> <p>Media manipulation Children will be able to: Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.</p> <p>Pressure online Children will be able to: Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</p>

	<p>Together Children will be able to: Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>	<p>Growing up and changing bodies Children will be able to: Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. It could happen to anyone Children will be able to: Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way. Help! I'm a teenager - get me out of here! Children will be able to: Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. Stop, start, stereotypes Children will be able to: Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p>	<p>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. Is this normal? Children will be able to: Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety. Dear Ash Children will be able to: Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Making babies Children will be able to: Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means. What is HIV? Children will be able to: Explain how HIV affects the body's immune system; Understand that HIV is difficult to transmit; Know how a person can protect themselves from HIV.</p>
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Growing up with Yasmine and Tom Module 2	Growing up with Yasmine and Tom Module 2	Growing up with Yasmine and Tom Module 3	Growing up with Yasmine and Tom Module 3
<p>Lesson 1: Introduction to Yasmine and Tom Lesson 2: Gender stereotypes and Aspirations Lesson 3: Me, Myself and I Lesson 4: What makes a good friend</p>	<p>Lesson 1: Introduction to Yasmine and Tom Lesson 5: Families and getting along with our families Lesson 6: My personal and private body parts and keeping safe Lesson 7: Body Care Lesson 8: Is it risky?</p>	<p>Lesson 1: Introduction to Yasmine and Tom Lesson 2: Online and Offline Friendships Lesson 3: Friendships and Secrets Lesson 4: Friendships and Pressure Lesson 5: Keeping Safe – Safe and unsafe touch Lesson 6: Keeping safe – Online images Lesson 7: Changes at puberty Lesson 8: Periods (menstruation) Lesson 9: Wet dreams and masturbation</p>	<p>Lesson 1: Introduction to Yasmine and Tom Lesson 10: Making babies – Sexual intercourse Lesson 11: Making babies – Assisted fertility and multiple births Lesson 12: Making babies – Pregnancy and birth Lesson 13: Identity and Prejudice Lesson 14: Equality and the Law Lesson 15: Getting help</p>
<p>Gender stereotypes and aspirations I can take part in a discussion and respond respectfully to someone I don't agree with. I can describe what a stereotype is. Me, myself and I I can show respect to others who are different to me. I can tell you at least one thing I am good at. I can tell you one thing I can do to make myself feel better if I am feeling down. What makes a good friend? I can tell you two things that make a good friend. I can tell you two things that would make me think someone is not a good friend. I can explain what I need to do to be a good friend.</p>	<p>Families and getting on with our families I can tell you one thing that most families have in common and one way in which families can be different. I can explain how I would respond to unkind, mean or bullying behaviour about my family or someone else's. I can identify who I talk to if I am worried about anyone or anything in my family. My personal and private body parts and keeping safe I can label the personal and private parts of bodies. I can explain the difference between safe and unsafe touches. I know that no one has the right to touch us in a way that feels unsafe not even someone in our family. Body care I can tell you at least one brilliant thing about my body. I can explain which parts of the body I particularly need to keep clean as I get older. Is it risky? I know what risky means and that some risks are good and for others I need to think carefully. I am beginning to understand how to take steps to assess risk and keep myself safe. I can say no to things I don't want to do. I can use 'Stop Think Go' to help me know what my options are if I start to feel unsafe. People who can help us on and offline I can identify someone I can ask for help if I need it. I can explain what the CEOP reporting symbol means.</p>	<p>Online and Offline friendships I can explain how healthy friendships and relationships make me feel. I can explain what online bullying is. I can tell someone what to do if they see something that is upsetting me or shocking online. Friendships and secrets I can explain the difference between a safe and unsafe secret. I can describe some qualities of a good friendship. I can ask for help if I need it. Friendships and pressure I can explain what peer pressure is. I can say no to something I don't want to do. Keeping safe – Safe and unsafe touch I can explain the need to ask and receive permission (consent) for some types of touch. I can identify when physical contact feels unsafe and describe how to ask for help. I can evaluate the importance of choice, control and time limit in making safer choices. Keeping safe – Online images I can explain why posting pictures could be risky. I can explain the law about sharing pictures of a child's personal and private body parts. I can describe how to help a friend who has made a 'mistake' online.</p>	<p>Making babies – Sexual intercourse I can describe fertilization through sexual intercourse. I can explain how a baby is made and that different people use different methods to do this. I can describe what consent means. I know the age of consent. Making babies – Assisted fertility and multiple births I can explain that some people have help to become pregnant. I can explain why some people need assistance to make a baby. I can describe the difference between identical and non-identical twins. Making babies – Pregnancy and birth I can say how long an average pregnancy lasts. I can explain why a pregnancy lasts approximately 40 weeks. I can identify and explain why some things that should and should not be eaten in pregnancy. I can explain describe how babies are born (delivered). I can work in a group. Identity and prejudice I can define what sexual orientation and gender mean. I can identify things that shape our personal identity. I can explain what prejudice means. Equality and the Law I can describe discrimination.</p>

		<p>Changes at puberty I can identify some of the changes that will happen in my body and other bodies during puberty. I can describe who to talk to when I need help dealing with the changes at puberty. I can ask for support for any changes that are difficult to manage.</p> <p>Periods (menstruation) I can explain what a period (menstruation) is. I can suggest ways to overcome possible problems from periods.</p> <p>Wet dreams and masturbation I can explain what wet dreams are. I can explain that some boys have wet dreams and some don't. I can suggest ways to manage wet dreams. I can describe what masturbation is.</p>	<p>I can explain that groups of people are protected by the Equality Act. I can describe ways to challenge prejudice and discriminatory behaviour.</p> <p>Getting help I can describe what Childline is and how to access it. Using my helping hand, I can identify who I can go to for help. I can explain that there is nothing too awful or small that I can't talk to someone about it.</p>
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Parents do not have the right to withdraw their children from relationships education but can request that their child is withdrawn from some or all of the sex education; the only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science. Requests for withdrawal should be put in writing and addressed to the head teacher.

TO BE COMPLETED BY PARENTS

Name of Child		Class	
Name of Parent		Date	

Reason for withdrawing from sex education within relationships and sex education

Any other information you would like the school to consider

Parent signature

TO BE COMPLETED BY WHITEHILL COMMUNITY ACADEMY

Agreed actions from discussion with parent/carer:

Signed