

Relationships, Health and Sex Education (RHSE)				PSHE guidance 67 should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.			
Lesson	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 –	<p>I will know the importance of being clean and hygienic.</p> <p>PSHE Association - H5. simple hygiene routines that can stop germs from spreading</p>	<p>I will know the main parts of the body.</p> <p>Year 1 Science: identify, name, draw and label the basic parts of the human body (including penis and vulva)</p>	<p>I will know how I will change as I get older.</p> <p>Year 2 Science: notice that animals, including humans, have offspring which grow into adults</p>	<p>I will know the positive qualities that build self-esteem.</p> <p>RHE guidance 60: growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.</p>	<p>I will know about menstruation.</p> <p>KS2 PSHE: key facts about puberty and the changing adolescent body: about menstrual wellbeing including the key facts about the menstrual cycle</p>	<p>I will know how my body changes and develops through puberty.</p> <p>KS2 PSHE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. (sweating, body hair, spots, changing shape, managing emotions, menstruation, wet dreams)</p> <p>Year 5 Science: describe the changes as humans develop to old age (puberty)</p>	<p>I will know how humans reproduce.</p> <p>Year 6 Science: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>

2	<p>I will know that some things need to be kept private.</p> <p><i>RHE guidance 62: Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.</i></p>	<p>I will know the needs of babies and young children.</p> <p>PSHE Association - H26. about growing and changing from young to old and how people's needs change</p>	<p>I will know when physical contact is unacceptable.</p> <p><i>RHE guidance 55: Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact</i></p>	<p>I will know how to respond to unwanted physical contact.</p> <p><i>RHE guidance 55: Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact</i></p>	<p>I will know how my body changes and develops.</p> <p><i>KS2 PSHE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i></p>	<p>I will know how the process of puberty relates to human reproduction.</p> <p>Year 5 Science: describe the life process of reproduction in some plants and animals</p>	<p>I will know what is appropriate in friendships and wider relationships.</p> <p><i>RHE guidance 60: Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.</i></p>
3	<p>I will know what to do if someone's touch makes me feel unsafe.</p> <p><i>RHE guidance 55: Establishing personal space and boundaries, showing respect and understanding the differences</i></p>	<p>I will know how to make sure that my worries are heard.</p> <p><i>RHE guidance 62: Pupils should know how to report concerns and seek advice when they suspect or know that</i></p>	<p>I will know the difference between a surprise and a secret.</p>	<p>I will know how to reduce the risk of hazards outside of the home.</p>	<p>I will know hygiene strategies to manage the changes during puberty.</p> <p><i>KS2 PSHE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i></p>	<p>I will know why discrimination is harmful.</p> <p><i>RHE guidance 37: expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum</i></p> <p><i>RHE guidance 30: Schools should be alive to issues such as everyday sexism, misogyny,</i></p>	<p>I will know how the media can affect my self-esteem.</p> <p><i>RHE guidance 58: The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet.</i></p>

	<p><i>between appropriate and inappropriate or unsafe physical, and other, contact</i></p>	<p><i>something is wrong.</i></p>				<p><i>homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled</i></p> <p><i>RHE guidance 31: schools should put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, (sexual orientation, discrimination, homophobia)</i></p>	
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