

SRE UNIT OVERVIEW

From September 2020 Parents/carers do not have the right to withdraw their children from relationship or health content. We acknowledge that parents have the right to withdraw their children from all or part of the sex education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 1). Parents are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

Relationship education

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|-----------|-------------------------------------|-----------|--------------------|-----------|--------------------------|
| FP | Families and people who care for me | CF | Caring friendships | RR | Respectful relationships |
| OR | Online relationships | BS | Being safe | | |

Health education

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|------------|------------------|------------|----------------------------|------------|-----------------------------|
| MW | Mental wellbeing | IS | Internet safety and harms | PHF | Physical health and fitness |
| HE | Healthy eating | DAT | Drugs, alcohol and tobacco | HP | Health and prevention |
| BFA | Basic first aid | CAB | Changing adolescent bodies | | |

Economic wellbeing

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|-----------|--------------------|--|--|--|--|
| EW | Economic wellbeing | | | | |
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| YEAR GROUP | KEY THEMES | STAT DOC | BY THE END OF THE UNIT | CURRICULUM FOCUS AREA | | |
|-------------------|------------|----------|--|-----------------------|--------|--------|
| | | | | SCIENCE | R/SHIP | HEALTH |
| FS Autumn 2 | | | <ul style="list-style-type: none"> analyse their own role in developing positive, responsible and caring attitudes | | ✓ | |
| | | | <ul style="list-style-type: none"> as they grow, they will become more independent and will take more responsibility for looking after themselves and things around them | ✓ | ✓ | ✓ |
| | | | <ul style="list-style-type: none"> examine what they currently do to look after themselves, including dressing and undressing | | | ✓ |
| | | | <ul style="list-style-type: none"> recognise areas where they still need support from others to ensure their personal needs are met and to be aware of the adults who provide this care | | ✓ | ✓ |

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| 1 Autumn 2 | <ul style="list-style-type: none"> ➤ body knowledge ➤ body functions ➤ body awareness/image ➤ personal hygiene ➤ prevention of illness and disease | BS | be able to recognise names for the main external parts of the body | ✓ | ✓ | |
| | | BS | be able to name the sexual parts using colloquial and occasionally scientific words. | ✓ | ✓ | |
| | | BS | be able to describe what their bodies can do and understand how amazing their body is. | ✓ | | |
| | | BS | show some understanding that their body belongs to them. | | ✓ | ✓ |
| | | HP | be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease. | | | ✓ |
| 2 Spring 1 | <ul style="list-style-type: none"> ➤ the human life cycle ➤ growing up ➤ personal responsibilities ➤ parents, carers and families | FP | understand the basic needs of babies. | ✓ | ✓ | |
| | | FP | understand how dependent a baby is on parents to provide its basic needs. | ✓ | ✓ | ✓ |
| | | CAB | be able to describe some of the changes in responsibilities and expectations during early childhood. | | ✓ | |
| | | Sci | be able to recognise babies, children and adults of different ages and put them into age order | ✓ | | |
| | | Sci | understand that human babies grow inside their mothers. | ✓ | | |
| | | Sci | be able to describe the main physical developments which take place in early childhood. | ✓ | | |
| 3 Autumn 2 | <ul style="list-style-type: none"> ➤ body knowledge ➤ 'body functions ➤ body awareness/image ➤ personal hygiene ➤ prevention of illness and disease | BS | be able to give a list of the main external parts of male and female bodies and may use some scientific names for these. | ✓ | ✓ | |
| | | BS | be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female. | ✓ | | |
| | | BS | be able to give several examples of the capabilities of their own bodies. | ✓ | | |
| | | HP | be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things. | | | ✓ |
| | | HP | be able to look forward to new areas of responsibility for their personal hygiene. | | | ✓ |
| | | HP | be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness. | | | ✓ |

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| 4 | <ul style="list-style-type: none"> ➤ the human lifecycle ➤ growing up ➤ personal responsibilities ➤ parents, carers and families | FP | be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself. | | ✓ | ✓ |
| Autumn 2 | | CAB | be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood. | | ✓ | |
| | | CAB | be able to identify an area for which they can take more responsibility | | ✓ | |
| | | | be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy. | ✓ | | |
| 5 | <ul style="list-style-type: none"> ➤ body knowledge ➤ body functions ➤ body awareness/image ➤ personal hygiene ➤ prevention of illness and disease ➤ | BS | know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions. | ✓ | | |
| Autumn 2 | | HP | understand the importance of washing regularly and of maintaining other hygiene routines during puberty. | | | ✓ |
| | | HP | understand ways they can prevent the spread of common diseases, and have a rudimentary understanding of HIV. | | | ✓ |
| | | CAB | understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently. | ✓ | ✓ | ✓ |
| | | CAB | have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others. | | ✓ | ✓ |
| 6 | <ul style="list-style-type: none"> ➤ the human lifecycle ➤ growing up ➤ personal responsibilities ➤ parents, carers and families | FP | understand some basic reasons why a couple might choose to have children. | | ✓ | |
| Spring 1 | | FP | describe some characteristics of a loving trusting relationship. | | ✓ | |
| | | FP | show awareness of some family arrangements which are different from theirs. | | ✓ | |
| | | MW | understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly. | | ✓ | |
| | | CAB | be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively. | ✓ | ✓ | ✓ |
| | | CAB | understand that puberty affects people in different ways both physically and emotionally. | ✓ | ✓ | ✓ |

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| | | | be able to describe the main stages of how a baby is made, using some scientific vocabulary. | ✓ | | |