

Inspire Partnership



Relationships Education (RsE) curriculum 2019-2020

Reception Scheme of Work- **Our lives**

<u>Term</u>	<u>Theme</u>	<u>Coverage</u>	<u>Learning Outcomes</u>
Autumn	Relationships (5 lessons)	Ground rules (3lessons) Myself Belonging	<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
Spring	Relationships	Families Life cycle	<ul style="list-style-type: none"> • To understand there are different types of families • To know how the body changes since birth • To name parts of body and its uses
Summer	Health & Wellbeing	Keeping ourselves clean	<ul style="list-style-type: none"> • To understand some basic hygiene principles • To know how to keep clean • To know how to look after myself

End of Year skills

- Can name the main body parts
- Can show that family and friends should care for each other
- Identify and respect the differences and similarities between people

Key Vocabulary

Clean, similar, different, family, boy, girl, male, female, body part, penis, vagina, safe, feelings

Curriculum Links

PSED: Making relationships,
 CLL: Sharing difference and similarities
 UTW: Families, bodies and changes

Reception- Activity ideas

Term	Activities
Autumn	<ul style="list-style-type: none">- Family portrait, all about me box- Role playing with different emotions when story telling.- Circle times discuss good hands etc
Spring	<ul style="list-style-type: none">- Body map, label parts of the body- Age timeline, write a caption for each picture- Match body part to action, play circle games.- What can I do now that I couldn't do as a baby.
Summer	<ul style="list-style-type: none">- What is a good packed lunch?- How much fruit/veg should I eat?- What should I be able to do for myself? Write instruction to get ready for school.

Year 1 Scheme of Work- Growing and Caring for Ourselves

<u>Term</u>	<u>Theme</u>	<u>Coverage</u>	<u>Learning Outcomes</u>
Autumn	Relationships (5 lessons)	Ground rules (2 lesson) Families Belonging Community	<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
Spring	Health & Wellbeing	Growing & changing Life cycle Body parts	<ul style="list-style-type: none"> • 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.
Summer	Health & Wellbeing	Basic hygiene Independence Being healthy	<ul style="list-style-type: none"> • To understand some basic hygiene principles • To know how to keep clean • To know how to look after myself

End of Year skills

- Can name the main body parts
- Can show that family and friends should care for each other
- Identify and respect the differences and similarities between people

Curriculum Links

PSHE; Relationships, Health and Well Being
Being safe in the Wider World.

RE; Belonging to a religion, respectful of
Different beliefs.

Science; Human body, human needs.

Key Vocabulary

Clean, similar, different, family, boy, girl, male, female, body part, penis, vagina

Year 1- Activity ideas

Term	Activity
Autumn	<ul style="list-style-type: none">- Create your own family portrait/children bring in pictures. Discuss who is in your family in K4 or whole class. Who loves me? Who do I love?- Mind map different people in school who help us and out of school. Role play 'jobs'. Read different scenarios and discuss who could help?- Body outline, thought, feeling and values on inside and things you like on the outside.
Spring	<ul style="list-style-type: none">- Age timeline, children put pictures in order according to age.- Sort activities according to age. Discuss the differences and what changes as we grow older.- Story based on two babies, how to tell them apart. Look at two pictures and discuss the differences/similarities.
Summer	<ul style="list-style-type: none">- Role play getting ready for school going through routines. How do we keep ourselves clean and ready?<ul style="list-style-type: none">- How can we ensure our bodies are clean? Brush teeth etc- Discuss how to keep bodies healthy, design a breakfast/lunch/dinner.

Year 2 Scheme of Work- Growing and Caring for Ourselves

Term	Theme	Coverage	Learning Outcomes
Autumn	Relationships (5 lessons)	Ground rules (2 lesson) Families Belonging Community	<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
Spring	Health & Wellbeing	Life cycle Difference between boys and girls Difference in male/female animals	<ul style="list-style-type: none"> • To describe some difference between boys and girls • To describe how people change over time • To describe some difference between male and female animals
Summer	Health & Wellbeing	Basic hygiene Physical differences Body parts	<ul style="list-style-type: none"> • To understand basic hygiene • To know how to look after myself • To know which parts of me are private

End of Year skills

- Can name the main body parts
- Can show that family and friends should care for each other
- Identify and respect the differences and similarities between people

Curriculum Links

PSHE; Relationships, Health and Well Being
Being safe in the Wider World.

RE; Belonging to a religion, respectful of Different beliefs.

Science; Human body, human needs.

Key Vocabulary

Clean, similar, different, sex, gender roles, stereotypes, boy, girl, male, female, body part, penis, vagina

Year 2- Activity ideas

Term	Activity
Autumn	<ul style="list-style-type: none">- Discuss roles of family, who does what? E.g. who does the cooking, who do you go to the shop with?- Show different family portraits. Discuss roles e.g. just Dad, who would do the washing? How could you help Dad?- What makes me special, create a class puzzle piece, each child to design own and together they make a whole class.- Where can we belong? What does belonging mean? Discuss shared beliefs.
Spring	<ul style="list-style-type: none">- Show two typical boys and girls. Same/difference. Show untypical and compare.- Show pictures of boy and girl. Create a body venn diagram. Compare the similarities and differences. Don't be scared to introduce scientific names if it comes up<ul style="list-style-type: none">- Feely bag, who does this belong to? Why? Discuss gender roles etc.- Show animals, look at gender differences e.g. lion has mane and lioness doesn't.
Summer	<ul style="list-style-type: none">- How my body has changed from a baby. What can I do now?- Discuss responsibility for body. What can I do by myself, what do I need a little bit of help with, what should an adult do for me?- NSPC private parts. Discuss appropriate touch, how to show we love our friends, how we love our family. Discuss each letter of PANTS and decide what it means.<ul style="list-style-type: none">- People who can help us if we are worried.

Year 3 Scheme of Work- Valuing difference and Keeping safe

Term	Theme	Coverage	Learning Outcomes
Autumn	Relationships (5 lessons)	Ground rules (2 lesson) Families Belonging Community	<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
Spring	Health & Wellbeing	Dangers in the environment Appropriate touching Community	<ul style="list-style-type: none"> • To understand how to overcome peer pressure • To understand different kinds of touch and personal space • To give real life advice and problem solve
Summer	Health & Wellbeing	Gender stereotypes Human life cycle Body parts	<ul style="list-style-type: none"> • To explore gender stereotypes • To know the differences between males and females • To understand how my body changes throughout my life

End of Year skills

- Can recognise and challenge stereotypes
- Can recognise the risks and how to behave appropriately
- Can understand how the body changes over time
- Aware of different types of touch

Curriculum Links

PSHE; Relationships, Health and Well Being
Being safe in the Wider World.
RE; Belonging to a religion, respectful of different beliefs.

Key Vocabulary

Stereotypes, gender roles, similar, different, male, female, body parts, penis, vagina, family, fostering,

Year 3- Activity ideas

Term	Activity
Autumn	<ul style="list-style-type: none">- Mind map what the word family means. Compare similarities/differences- Show a 'typical' family portrait and discuss marriage/step-families, uncle/aunties that help the family unit. Show another different family. Ensure children understand they are equally valid.- Create a recipe for someone that helps you e.g. good listener, kind, honest. Make a list of people who have these qualities home/school/community.
Spring	<ul style="list-style-type: none">- Discuss different types of touch, explore different touches e.g. not everyone likes hugging, not everyone likes to be sat right next to.- Personal space, model being too close with an adult. What are the signs you feel uncomfortable? Children for 10 secs stand right next to each other, how did you feel? What can we say without being rude?- 1 lesson of a peer pressure 'problem' come up with a solution in groups. Then over the next week allow children to write problems in a box and next lesson anomalously give advice to each other, coming up with solutions.
Summer	<ul style="list-style-type: none">- Gender stereotypes quiz linking to different jobs. What skills do you need to do this job, do females/males have these skills?- Look at how males/females change over time. Look at 2 clothed babies, which one is a male/female? Compare child, teenagers, adults, older people.- Show children a venn diagram, sort bodies parts into female/male, using scientific names.

Year 4 Scheme of Work- Growing up

<u>Term</u>	<u>Theme</u>	<u>Coverage</u>	<u>Learning Outcomes</u>
Autumn	Relationships (5 lessons)	Ground rules (2 lesson) Families Belonging Community	<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
Spring	Health & Wellbeing	Gender stereotypes Human life cycle Body parts	<ul style="list-style-type: none"> • To explore gender stereotypes • To know the differences between males and females • To understand how my body changes throughout my life
Summer	Health & Wellbeing	Puberty	<ul style="list-style-type: none"> • To understand what puberty is • To know about the physical and emotional changes of puberty • To understand that each person experiences puberty differently

End of Year skills

- Can recognise and challenge stereotypes
- Can understand how the body changes throughout life
- Aware of puberty and recognises emotional and physical changes

Curriculum Links

PSHE; Relationships, Health and Well Being
Being safe in the Wider World.
RE; Belonging to a religion, respectful of different beliefs.

Key Vocabulary

Stereotypes, gender roles, similar, different, male, female, penis, vagina, puberty, period, pregnancy

Year 4- Activity ideas

Term	Activity
Autumn	<ul style="list-style-type: none">- Create a circle map with themselves in the middle. Each layer can be a different place e.g. home, school, community, national. Children create a list of people that can help them. Introduce NSPCC/Child line for nationwide- Explore family stereotypes. Look at different kind of families and their backstory. For example 1 person's Dad is a refugee stuck in another country. Focus on the people around. Why is their family special? Shown resilience etc.
Spring	<ul style="list-style-type: none">- Create/sort different lifecycles (male human, female human, butterfly, frog, male lion, female lion.) Groups discuss how their lifecycle changed over time. Allow time to research.- Focus on female and male human life cycle, what can you do now at 0, 7, 11, 15, 30,60? How has your body changed? How do you feel now? What are your needs? Who needs to sleep 9 hours? Who only needs 6 hours sleep? etc
Summer	<ul style="list-style-type: none">- Discuss the word puberty and refer back to life cycle.- Read 'Hair in funny places' by Babette Cole. Discuss the parents in the book. How each child is going through puberty at different times.<ul style="list-style-type: none">- Sort body changes into female/male.- Read some scenarios of different emotional changes? Can we come up with strategies to help these people deal with their emotions?

Year 5 Scheme of Work- Puberty

<u>Term</u>	<u>Theme</u>	<u>Coverage</u>	<u>Learning Outcomes</u>
Autumn	Relationships (5 lessons)	Ground rules (2 lesson) Families Belonging Community	<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
Spring	Health & Wellbeing	Gender stereotypes Body parts Puberty	<ul style="list-style-type: none"> • To explore gender stereotypes • To understand how my body changes throughout my life • How to keep clean
Summer	Health & Wellbeing	Puberty	<ul style="list-style-type: none"> • To understand and describe different coping strategies • To explore how the body changes throughout puberty • To understand what hormones are

End of Year skills

- Can recognise and challenge stereotypes
- Can understand how the body changes throughout life
- Aware of puberty and recognises emotional and physical changes
- Can use strategies to cope with changes.

Curriculum Links

PSHE; Relationships, Health and Well Being
Being safe in the Wider World.
Science: Body changes

Key Vocabulary

Stereotypes, gender roles, similar, different, male,
female, penis, vagina, puberty, hormones

Year 5- Activity ideas

Term	Activity
Autumn	<ul style="list-style-type: none"> - Complete a family tree. Give children a range of people and allow them in kagans to decide who is in their family tree. Present to class and discuss. - Read 'Mum and Dad glue' by Kes Grey, how can we support the little boy, who can he ask for help? What advice would you give him? - How am I similar to the little boy from 'Mum and Dad glue'? How am I different? What am I thankful for?
Spring	<ul style="list-style-type: none"> - Look at females/males whose hair become greasy? Who begins to sweat? Who has a period? Who needs to brush their teeth? Who needs to exercise? - Play 'Kims game', have a selection on items needed through puberty, e.g. soap, sanitary wear and discuss who needs this and why? Add non-essential items such as hair gel and make up. Why do we use these? Touch on social pressure etc. - Come up with a routine to keep clean. How long spending brushing teeth? How to know when to wash hair etc? Create a list to give to a KS1 children who need instructions and extra help.
Summer	<ul style="list-style-type: none"> - Have scenarios on each and class to come up with solutions and give advice to other people. - Go over meaning of hormones scientifically then look at how they affect each person and strategies to cope.

Year 6 Scheme of Work- Puberty and Reproduction

<u>Term</u>	<u>Theme</u>	<u>Coverage</u>	<u>Learning Outcomes</u>
Autumn	Health & Wellbeing	Puberty	<ul style="list-style-type: none">• To understand what hormones are• To explore different strategies to deal with changes• Period/males changes
Summer	Living in the Wider World	Risks	<ul style="list-style-type: none">• 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.

End of Year skills

- Can recognise and challenge stereotypes
- Can understand how the body changes throughout life
- Aware of puberty and recognises emotional and physical changes
- Aware of risks and how to deal with them

Curriculum Links

PSHE; Relationships, Health and Well Being
Being safe in the Wider World.
Science: Body changes, reproduction

Key Vocabulary

Stereotypes, gender roles, similar, different, male, female, penis, vagina, puberty, risk, challenge, decision

Year 6- Activity ideas

Term	Activity
Autumn	<ul style="list-style-type: none">- Separate male and female talks on period and wet dreams.- Have scenarios on each and class to come up with solutions (both female and male).- Go over meaning of hormones scientifically then look at how they affect each person and strategies to cope.
Summer	<ul style="list-style-type: none">- Debate what a risk is. Have different scenarios and order them by highest risk<ul style="list-style-type: none">- Risks they find at home/school.- Risks they will find in Secondary School and over the summer. Give strategies and role play what they would do in these situations.