

## STMP'S SCHEME OF WORK

### PRIMARY RELATIONSHIPS AND SEX EDUCATION (RSE) SCHEME OF WORK 2020

This RSE Scheme of work covers the content for 4 aspects of the PSHE curriculum

1. Statutory Relationships Education
2. Statutory Science
3. Statutory Health Education
4. Sex Education (Year 6)

The scheme of work shows which lessons relate to each of these aspects.

<b>Year 1</b>	Understand how they are growing and changing, that babies become children then adults, the basic difference between a baby girl and boy (name penis and vagina), different types of families and what makes a good friend, know there are different types of toys that can all be enjoyed by boys and girls
<b>Year 2</b>	Introduce the concept of male and female and gender stereotypes, difference between male and female babies, correct biological words for the male and female body parts, growing from young to old (human lifecycle), to make a new life need a male and female, showing care to others, how people are cared for at different stages of their lives, different types of families and how they care for each other
<b>Year 3</b>	Understand and explore stereotypes, including gender, family differences, name male and female body parts using scientific words
<b>Year 4</b>	Main stages of the human life cycle and the importance of personal hygiene. <b>CHANGE – MOVE COVERAGE OF PUBERTY INTO YEAR 5</b> , some basic information about physical and emotional changes at puberty, keeping clean at puberty
<b>Year 5</b>	Changing and growing since they were younger, physical and emotional changes at puberty, keeping clean at puberty, menstruation, how and why emotions and relationships (including with friends and family) change during puberty, how to manage the changes <b>CHANGE – ADD COVERAGE OF PUBERTY; MOVE COVERAGE OF WET DREAMS INTO YEAR 6</b>
<b>Year 6</b>	Exploring worries at puberty, attitudes to gender and sexuality, impact of gender stereotyping, different kinds of relationships, qualities of positive, healthy relationships, how to manage changing relationships, difference between

an adult intimate/loving relationship and other types of relationships, how a baby is made-sexual intercourse, conception, basic facts about pregnancy, wet dreams.

**CHANGE – ADD COVERAGE OF WET DREAMS**

### Year 1

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
1	<b>Science</b> To know that they are growing and changing	Describe how they have grown since being a baby Describe how they know they have been growing	All activities are highlighted in Yellow  Complete: <ul style="list-style-type: none"> <li>• Route B: I know I am growing pages 8/9</li> <li>• Activity sheet 4 :Our bodies are growing</li> <li>• Activity sheet 6 :I can do it</li> <li>•</li> </ul> Children could also bring in photos of themselves as babies and compare with photos of themselves now, and make a display “When I was a baby I could... Now I am 5/6 I can.....”
2	<b>Science</b> To know that everyone grows and changes and babies become children and then adults	Know the difference between a boy and girl baby and a male and female animal (and know the scientific name for the parts that make males and females different) Correctly sequence humans from youngest to oldest	All activities are highlighted in Yellow  Complete: <ul style="list-style-type: none"> <li>• Year 1 Lesson 2 Growing and Changing Activities 1-3</li> <li>• Activity 4 Story Bag (Use baby pictures page 2&amp;3)</li> <li>• Activity 5 Lifestyle Pictures Use pages 4-6 or collect your own images/photos</li> <li>• Male and female activity sheet 2 pages 6&amp;7</li> </ul>
3	<b>Relationships Education</b> To understand that there are lots of	To recognise what they like and dislike. To identify and respect the differences and similarities	Toys and gender: Complete whole lesson Lesson can also be downloaded from the Let Toys Be Toys website  <a href="http://lettoysbetoys.org.uk/lesson-plan-for-primary-schools-reception-">http://lettoysbetoys.org.uk/lesson-plan-for-primary-schools-reception-</a>

	different toys and that can be enjoyed by everyone, whether they are a boy or girl	between people	year-1/
4	<b>Relationships Education</b> To know there are different types of family To know that all families have a special role in children's lives	Describe their family Explain why families are special Describe ways families take care of each other	<i>Please note you will need "Wheels" by Shirley Hughes for this lesson</i> Complete all activities.  Please ensure the definition of "family" is as wide as possible - use Stonewall posters "Different Families Same Love" from <a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a> and books that show different families eg The Family Book- Todd Parr

## Year 2

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
1	<b>Relationships Education</b> To introduce the concept of male and female and gender stereotypes  To identify the differences between males and females	Talk about how some people have fixed ideas about what boys and girls can do  Describe the difference between male and female babies	Differences: boys and girls  <ul style="list-style-type: none"> <li>Complete all activities 1-8</li> </ul>
2	<b>Science</b> To explore some of the differences between male and female animals	Describe some differences between male and female animals	Either: <b>A: Differences: Male and Female</b> · Complete activities 1-7  NB: This includes the Living and Growing DVD Differences Unit 1

	Understand that a male and female are needed to make a new life	Explain that to make a new life needs a male and female	programme 1 as an additional activity <b>CHANGE – REMOVAL OF ACTIVITY B WHICH REFERS TO THE TERM CLITORIS</b>
3	<b>Science</b> To know the correct names for body parts, including differences between males and females	Describe the physical differences between males and female body parts  Use the correct biological words for the male and female body parts	<b>Naming the body parts</b> <ul style="list-style-type: none"> <li>Complete all activities 1-7</li> </ul>
4	<b>Science</b> To know about growing from young to old  To know that all living things, including humans, start life as babies  To identify ways they are growing and changing	Describe the main stages of the human life cycle  Identify ways they have grown and changed since being babies	<b>Human Life Cycle</b> <ul style="list-style-type: none"> <li>Complete all activities.</li> <li>This lesson Includes <b>Once There Were Giants</b> by <b>Martin Waddell and Penny Dale</b> (published by Walker Books Ltd)</li> </ul>
5	<b>Relationships</b> <b>Education</b> To know that everybody needs to be cared for  To know how they can care for others	Identify ways they can show care to others  Describe ways people are cared for at different stages of their life	<b>Everybody needs caring for</b> <ul style="list-style-type: none"> <li>Complete all activities</li> <li><b>The World is full of babies</b> by <b>Mick Manning &amp; Brita Granstrom</b> can be read as an additional activity</li> </ul>
6	<b>Relationships</b> <b>Education</b>	Describe different types of families	<b>Special and Different-Families</b> <ul style="list-style-type: none"> <li>Complete all activities</li> </ul>

	<p>To know about different types of families</p> <p>To know their home-life is special</p>	<p>Describe how families care for each other</p> <p>Describe their own family and what is special about it</p>	<p>NB Tell Me About The Day I Was Born by Jamie Lee Curtis published by Scholastic Press is out of print!</p> <ul style="list-style-type: none"> <li>• Use Stonewall posters “Different families same love” <a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a> and books that show different families</li> <li>• eg <b>The Family Book</b> by <b>Todd Parr</b>, <b>And Tango Makes Three</b> by <b>Peter Parnell &amp; Justin Richardson</b></li> </ul>
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### Year 3

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
1	<p><b>Relationships Education</b></p> <p>To know about stereotyping of males and females</p> <p>To understand the link between gender stereotyping and discrimination</p>	<p>Identify the similarities and differences between males and females</p> <p>Give examples of gender stereotypes</p> <p>Explain how stereotyping might feel</p>	<p>Either:</p> <p><b>Challenging Gender Stereotypes</b></p> <p>Complete all activities</p> <p>Or</p> <p><b>Gender, Careers, Assumptions</b> (page 12 onwards).</p> <p>NB: Year 2 Complete Pack can be downloaded from <a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a></p>
	<p><b>Science</b></p> <p>To know the biological differences between</p>	<p>Identify, label and use the scientific names for the body parts, including male</p>	<p>B</p> <p><b>Labelling male and female bodies.</b></p> <p>This lesson does not mention the clitoris</p>

2	males and females	and female parts  Explain that the differences between male and female body parts are related to reproduction	<ul style="list-style-type: none"> <li>Complete all activities</li> </ul> <p>Both options use the Living and Growing resources which are included in the lesson packs NB Child and young adult images are included <b>CHANGE – REMOVAL OF ACTIVITY A WHICH REFERS TO THE TERM CLITORIS</b></p>
3	<p><b>Relationships Education</b></p> <p>To explore family differences and challenge stereotyping</p> <p>To understand that people sometimes have stereotypes about families</p>	<p>Describe what a family is</p> <p>Describe different kinds of families</p> <p>Identify similarities and differences between families</p>	<p><b>Family Differences</b></p> <ul style="list-style-type: none"> <li>Complete all activities</li> </ul> <p><i>NB Tell me again about the night I was born, Jamie Lee Curtis is out of print</i></p> <p>Use Stonewall posters “Different families same love” <a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a> and books that show different families eg The Family Book Todd Parr, And Tango Makes Three Peter Parnell and Justin Richardson</p>

**YEAR 4**

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
1	<p><b>Science</b></p> <p>To understand the main stages of the human lifecycle</p> <p>To understand the changes that humans go</p>	<p>Describe the main stages of the human lifecycle</p> <p>Describe the body changes when a child grows up</p>	<p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>Complete activities 1-6</li> </ul>

	through at the different stages		
3	To understand the importance of personal hygiene  To know about different items that help keep us clean	Explain why it is important to wash  Describe different items needed for personal hygiene	<b>Keeping Clean Why Wash?</b> <ul style="list-style-type: none"> <li>Complete all activities and the worksheet Keeping my body clean</li> </ul> <b>CHANGE – REMOVAL OF REFERENCES TO PUBERTY</b>
4	<b>Relationships Education</b> To recognise positive things about themselves  To challenge gender stereotyping	Describe positive things about themselves  Explain that boys and girls can do the same thing but that sometimes stories, TV and people sometimes present stereotypes  Recognise and challenge stereotypes	Either: <b>Feeling Good about being different</b> <ul style="list-style-type: none"> <li>Complete all activities</li> </ul> <b>And/or</b>  <b>Toys and Gender</b> from <a href="http://www.lettoysbetoys.org.uk">www.lettoysbetoys.org.uk</a> Complete all activities. For this lesson you will need to access the following links: Moonsand advert ( <a href="https://www.youtube.com/watch?v=Zgdj5FXOOp8">https://www.youtube.com/watch?v=Zgdj5FXOOp8</a> ) <a href="http://www.genderremixer.com">www.genderremixer.com</a> (this requires Chrome or Firefox)

**YEAR 5**

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
			<b>Developing from birth-Me then and Now</b>

1	<p><b>Science</b> To think and talk about how they have grown and changed since they were babies</p>	<p>Complete a growing and changing lifeline</p> <p>Talk about changes</p>	<ul style="list-style-type: none"> <li>• Before the lesson ask children to bring in photos of themselves as babies, old toys, certificate etc in a labelled carrier bag, so they don't get lost.</li> <li>• Complete all activities.</li> </ul>
2	<p><b>Health Education</b> To know some of the basic facts about puberty</p> <p>To know each person experiences puberty differently</p>	<p>Describe some of the changes that happen during puberty</p> <p>Use correct scientific names for male and female body parts</p>	<p><b>What is puberty?</b></p> <ul style="list-style-type: none"> <li>• Complete all activities 1-6</li> </ul> <p><b>CHANGE – LESSON MOVED FROM YEAR 4 INTO YEAR 5</b></p>
3	<p><b>Health Education</b> To know about the physical changes that happen at puberty</p>	<p>Give a definition of puberty</p> <p>Describe the physical changes that happen to males and females</p> <p>Explain that people experience puberty at different rates</p>	<p>Either:</p> <p><b>A; Puberty-How our bodies change</b></p> <ul style="list-style-type: none"> <li>• Complete all activities</li> </ul> <p><i>NB This lesson uses the Living and Growing DVD Unit 2 Programme 4.</i></p> <p>Or:</p> <p>Alternative lesson without the video.</p> <p><b>B: Time To Change</b></p> <ul style="list-style-type: none"> <li>• Complete all activities</li> </ul> <p><b>Additional activities</b></p> <ul style="list-style-type: none"> <li>• Sort the changes</li> <li>• How do we change?</li> <li>• Puberty-similarities and differences between boys and girls</li> </ul> <p><b>For Teacher reference</b> Information on female and male anatomy and word list with definitions</p>



3	<p><b>Health Education</b></p> <p>To understand what menstruation is</p> <p>To know how to manage menstruation</p>	<p>Describe what menstruation is</p> <p>Describe ways to manage menstruation</p>	<p><b>Menstruation and Wet Dreams</b> All activities are highlighted in Yellow</p> <ul style="list-style-type: none"> <li>• Kelly's Diary-baseline activity</li> <li>• Discuss Kelly's Diary.</li> <li>• Label female body parts</li> <li>• Video menstrual Cycle <a href="https://www.youtube.com/watch?v=vXrQ_FhZmos">https://www.youtube.com/watch?v=vXrQ_FhZmos</a></li> </ul> <p><b>CHANGE – MOVE WET DREAMS AND ERECTION CONTENT TO YEAR 6</b></p>
4	<p><b>Health Education</b></p> <p>To know the importance of hygiene during puberty</p>	<p>Explain how puberty affects body hygiene</p> <p>Explain ways to keep clean during puberty</p>	<p><b>Changing the Way we Keep Clean.</b></p> <ul style="list-style-type: none"> <li>• Complete all the activities on first two pages, then move onto Clean up activity</li> </ul>
5	<p><b>Health Education</b></p> <p>To know how and why emotions and relationships change during puberty</p> <p>To know where to get help and support to manage changes during puberty</p>	<p>Describe how emotions and relationships change during puberty</p> <p>Explain how to manage changes at puberty and where to get help and support</p>	<p><b>Feelings and Emotions</b></p> <ul style="list-style-type: none"> <li>• Complete all activities</li> </ul>
6	<p><b>Relationships Education</b></p>	<p>Identify feelings and how</p>	<p><b>Feeling, Thinking and Doing-changing relationships</b></p> <ul style="list-style-type: none"> <li>• Complete all activities</li> </ul>

	To know how to deal with feelings in relationships	<p>they affect behaviour</p> <p>Describe how feelings change at puberty and how that can affect relationships</p> <p>Be able to manage relationships in different situations</p>	
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## YEAR 6

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
1	<p><b>Health Education</b></p> <p>To understand what menstruation and wet dreams are</p> <p>To know how to manage menstruation and wet dreams</p>	<p>Describe what menstruation and wet dreams are</p> <p>Describe ways to manage menstruation and wet dreams</p>	<p><b>Menstruation and Wet Dreams</b> All activities are highlighted in Yellow</p> <ul style="list-style-type: none"> <li>• Label male body parts</li> <li>• Video Erections and wet dreams</li> </ul> <p><a href="https://kidshealth.org/en/kids/boys-puberty.html#cat20449">https://kidshealth.org/en/kids/boys-puberty.html#cat20449</a></p> <ul style="list-style-type: none"> <li>• Menstruation and wet dreams card game</li> </ul> <p>Other activities</p> <ul style="list-style-type: none"> <li>• Girl Facts activity sheet 7 and/or “What is the menstrual cycle” sequence cards</li> <li>• Puberty card game</li> </ul> <p><b>CHANGE – PREVIOUSLY YEAR 5 CONTENT MOVED INTO YEAR 6</b></p>
2	<p><b>Health Education</b></p> <p>To remind pupils about the physical, emotional</p>	<p>Describe the physical and emotional changes that happen during puberty</p>	<p>Year 6 Puberty: Recap and Review. Activities are highlighted in yellow. Complete</p> <ul style="list-style-type: none"> <li>• Puberty mind map (p3)</li> </ul>

	<p>and social changes that take place during puberty</p> <p>To dispel any myths about puberty</p> <p>To explore some of the concerns people might have during puberty</p>	<p>Identify myths and facts about puberty</p> <p>Talk about find solutions to common concerns during puberty</p>	<ul style="list-style-type: none"> <li>• Fact or Myth card sort (p4)</li> </ul> <p>Move onto highlighted Main activity about problem pages letters (p5). There are numerous examples of different problems that can be used.</p>
3	<p><b>Relationships Education</b></p> <p>To know what constitutes a positive healthy relationship</p> <p>To know that relationships change over time</p>	<p>Identify different kinds of relationships</p> <p>Describe the qualities of a positive, healthy relationship</p> <p>Recognise when relationships change or end and how to manage this</p>	<p>Year 6 Positive and Healthy Relationships. Activities are highlighted in yellow</p> <p>Complete:</p> <ul style="list-style-type: none"> <li>• Core activity Pictures of Relationships. NB There are some B&amp;W images of different types of relationships on page 10 to give an idea of the type of images that are suitable (including older people, gay and lesbian, friends, family), but you may wish to source your own colour images. Use Resource E: Life stages (page 4) to talk about relationships at different life stages.</li> <li>• Annotate a picture</li> <li>• Relationships Stories Part 1 and Part 2 (pages 5 &amp;6) NB there are examples of friendship issues on page 7</li> <li>• Relationships Diamond 9 There are example diamond nine cards that can be used page 8 and a blank Diamond 9 if you wish to make up your own card</li> </ul> <p><i>There are example diamond nine cards that can be used</i></p>
4	<p><b>Sex Education</b></p>	<p>Explain the difference</p>	<p>Year 6 How a baby is made. Activities are highlighted in yellow</p>

	<p>To know the difference between an adult intimate/loving relationship and other types of relationships</p> <p>To know how a baby is made (sexual intercourse)</p> <p>To know what pregnancy means</p>	<p>between an adult intimate/loving relationship and other types of relationships</p> <p>Explain what sexual intercourse is</p> <p>Explain what is pregnancy means</p>	<p>Complete:</p> <ul style="list-style-type: none"> <li>• Introduction: Human Lifecycle; refer to Resource E: Life stages (p7)</li> <li>• Adult loving relationships</li> <li>• What is meant by sexual intercourse</li> <li>• How a baby is made (use Resource J How a baby is made sequencing cards, page 9)</li> <li>• Pregnancy facts (use Resource K Pregnancy facts page 10)</li> </ul> <p><i>If the school has the Living and Growing DVD, Unit 2 Programme 5 How babies are made could be shown. Please preview clip prior to sharing with the class</i></p>
5	<p><b>Sex Education</b></p> <p>know how a baby is made and grows (conception and pregnancy)</p> <p>To know what conception and pregnancy are</p>	<p>Describe some of the decisions adults need to make before having a baby</p> <p>Explain some basic facts about conception and pregnancy</p>	<p>Year 6 Conception and pregnancy. Activities are highlighted in yellow</p> <p>Complete:</p> <ul style="list-style-type: none"> <li>• Introductory activity including the card sequencing activity, How does pregnancy begin? (page 5)</li> <li>• Main activity: Conception and pregnancy True/False activity (page 3), answers page 7. this can also be done as a paper-based quiz (page 9)</li> <li>• Closing activity</li> </ul>
6	<p><b>Relationships Education</b></p> <p>To understand the difference between a healthy and unhealthy relationship</p>	<p>Describe what an unhealthy relationship is</p> <p>Describe different types of relationship abuse</p> <p>Be able to say where to go for help</p>	<p>Year 6 Recognising unhealthy relationships. Activities are highlighted in yellow</p> <p><i>Please consider that there may be some children who witness abusive relationships at home and whether you need to modify this lesson</i></p> <p>Complete:</p> <ul style="list-style-type: none"> <li>• Activity 1 Is this Love? Heart templates are on page 3</li> <li>• Activity 2 Is this relationship abuse? Page 5</li> <li>• Activity 3 Plenary</li> </ul>

7	<p><b>Relationships Education</b> To explore ways to communicate in a relationship and know when it is appropriate to share personal information</p>	Describe ways people talk about relationships	<ul style="list-style-type: none"> <li>• Year 6 Communicating in relationships</li> <li>• Complete:</li> <li>• Introduction</li> <li>• Defining Relationships- Relationship question cards are on page)</li> <li>• Communication Scenarios: Scenario cards are on page 4 and answers page 5</li> <li>• Jaz's story (page 6)</li> <li>• Film clips:</li> <li>• Jigsaw video-more suitable for this ages group</li> <li>• <a href="https://www.youtube.com/watch?v=IB-sqbHSkpU">https://www.youtube.com/watch?v=IB-sqbHSkpU</a></li> </ul> <p><b>CHANGE – REMOVAL OF CONSEQUENCES VIDEO WHICH IS MORE SUITABLE FOR OLDER CHILDREN</b></p>