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| **Relationship Sexual Education** | | | |
| Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent’s wish to withdraw their child from sex education beyond the national curriculum for science.  Highlighted in yellow in yellow is the content that pupils can be withdrawn from. | | | |
|  |  | **What the pupils will learn:** | **New Vocabulary Taught:** |
| EYFS | **Reception** | Who is in my family? What makes a family? (family life)  What makes me a good friend? (making friends and falling out)  How have I changed from a baby to now? (growing and changing)  Who are the people who can help me?  What are the names of the different body parts? (not sexual parts) | Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories |
| KS1 | **Year 1** | Who are the special people in my life? (family)  What are the differences and similarities between people?  What are the similarities between girls and boys? (naming body parts, correct terminology: penis, vagina, testicles) ;)  What it means to keep something private, including parts of the body that are private.  What changes happen in me from being baby to an adult (animals and humans) | Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping |
| **Year 2** | What changes happen when the body grows young to old?  What is fair, unfair, kind and unkind? (friendship)  Name the main parts of the body including external genitalia.  What is private? (body parts)  How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets. | change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happ |
| **KS2** | **Year 3** | What does a healthy relationship look like? (friendship)  Why is being equal important in relationships? (trust)  How to keep safe online?  What is personal space? (unwanted touch)  What to do if someone invades your privacy and personal boundaries? including online  That their body belongs to them and should not be hurt or touched without their permission (unwanted touch)  How to handle family conflict? (child-centred) | changes, Birth, Animals, Babies, Growing up, Love, Affection, Care, Male, Female, Vagina, Vulva, Anus, Penis, Testicles, Underwear, Private, Your body, Secrets, Appropriate, Inappropriate, Stereotypes, Tasks, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy. |
| **Year 4** | What is diversity? (inc. LGBT+)  Do boys and girls have different roles? (gender stereotypes)  What changes happen to my body during puberty? (puberty)  What strategies can I use to manage the changes during puberty? (including menstruation)  How to discuss the challenges of puberty with a trusted adult  How to get information, help and advice about puberty  How to identify external genitalia and reproductive organs  Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams  The importance of personal hygiene routines during puberty including washing regularly and using deodorant | Changes, Growing up, Male, Female, Vagina, Vulva, Anus, Penis, Testicles, Pubic hair, Breasts, Nipples, Ovary, Uterus, Egg, Puberty, Menstruation, Periods, Sanitary towel, Tampons, Panty liner, Physical, Emotional, Hormones, Challenge, Looking forward, Excited, Nervous, Anxious, Happy |
| **Year 5** | How can cultural differences cause conflict?  How to create a safer online community?  How to spot the dangers and grooming online?  That for some people their gender identity does not correspond with their biological sex.  What happens to a male body during puberty? (physical and mental changes)  What happens to a female body during puberty? (physical and mental changes)  How are babies made? (a smile overview of conception)  What is FGM? How to report it? (physical abuse) | Body image, Self-image, Perceptions, Personality, Looks, Self-esteem, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Ovaries, Egg (Ovum), Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam’s Apple, Scrotum, Epididymis, Genitals, Hair, Sperm, Semen, Erection, Wet dream, Growth Spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Menstruation, Sanitary products, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights. |
| **Year 6** | What it means to be physically attracted to someone?  What does a positive body image look like? (self-image)  How are babies made? (a simple overview of conception, when a sperm meets an egg and the fertilised egg settles into the lining of the womb)  How to cope with changes which occur during puberty both physically and emotionally?  Why is personal hygiene important during puberty?  How do deal with inappropriate messaging? (sexting) |
| **KS3** | **Year 7** | What does healthy routines look like? (physical and mental)  What negative influences impact on your health?  How to manage physical and emotional changes during puberty  How to manage her personal hygiene? about personal hygiene.  How to recognise and respond to inappropriate and unwanted contact?  How to seek and assertively communicate consent?  What is FGM and how to access help and support?  How to challenge prejudice, stereotypes and discrimination?  What are the signs and effects of all types of bullying, including online?  How to respond to bullying of any kind, including online? | • self-worth • self-efficacy • qualities • positive relationships • unhealthy relationships • media stereotypes • romantic relationships •consent |
| **Year 8** | Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception  What are the qualities of positive, healthy relationships?  How to demonstrate positive behaviours in healthy relationships?  What is gender identity and sexual orientation?  How do you form new partnerships and develop relationships?  What is the law in relation to consent?  What the legal and moral duty is with the seeker of consent?  How to effectively communicate about consent in relationships?  How to distinguish between content which is publicly and privately shared  What are the risks of ‘sexting’ and how to manage requests or pressure to send an image?  What are the basic forms of contraception? e.g. condom and pill | •consent • contraception, • condom • pill •sexual orientation • sexting |
| **Year 9** | How to make independent health choices?  How to take increased responsibility for physical health, including testicular self-examination?  How to identify readiness for sexual activity?  That they have the choice to delay sex, or enjoy intimacy without sex  What are the facts and misconceptions relating to consent?  That they have continuous right to withdraw consent and capacity to consent  How to effective use of condoms and negotiating safer sex?  What the consequences of unprotected sex, could be including pregnancy and STI’s?  What are STIs?  How the portrayal of relationships in the media and pornography might affect expectations?  How to assess and manage risks of sending, sharing or passing on sexual images?  How to secure personal information online | Pornography  • Readiness for sexual activity • Delay sex •  Intimacy  • Myths and Misconceptions  • Capacity  • STIs •Condoms • Negotiating safer sex • Unprotected sex • Sending, sharing or passing   on sexual images |
| **KS4** | **Years 10** | What the role of pleasure in relationships is?  What assumptions, misconceptions and social norms about sex, gender and relationships? What opportunities and risks of forming and conducting relationships online?  How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours?  What the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent?  How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support?  How to recognise and challenge victim blaming?  What asexuality, abstinence and celibacy is? | Behaviours • Ethical • Implications • Legal •Manipulation  •Coercion • Consent • Capacity •Exploitation •  • Victim Blaming • Asexuality • Abstinence • Celibacy |
| **Year 11** | Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse  How different types of families and changing family structures are made?  How to evaluate readiness for parenthood and positive parenting qualities?  What fertility is? including how it varies and changes?  What are the facts around pregnancy, birth and miscarriage?  What the options are unplanned pregnancy are? including abortion, adoption and fostering  How to manage change, loss, grief and bereavement?  What is ‘honour based’ violence and forced marriage and how to safely access support? | •Wants and Needs • Harassment • Stalking • Exploitative •  Abusive • adoption |
| **KS5** | **6th Form** | To develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy  To evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between ‘love’ and ‘lust’  How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities  To understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age  To negotiate, and if necessary be able to assert, the use of contraception with a sexual partner  How to effectively use different contraceptives, including how and where to access them  To evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)  To access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly |  |