



Scheme of Work for Relationships and Sex Education Reception Overview Our Lives

Year	Lesson Heading	Lesson Content	Learning outcomes
R	Our Day	<ul style="list-style-type: none">▪ Considering the routines and patterns of a typical day	Children: <ul style="list-style-type: none">▪ Understand some areas in which the children can look after themselves e.g. dressing and undressing Physical Development Health and self-care
R	Keeping Ourselves Clean	<ul style="list-style-type: none">▪ Understanding why hygiene is important	Children: <ul style="list-style-type: none">▪ Explain why it is important to keep clean▪ Understand some basic hygiene routines Physical Development Health and self-care
R	Families	<ul style="list-style-type: none">▪ Recognising that all families are different	Children: <ul style="list-style-type: none">▪ Identify different members of the family▪ Understand how members of a family can help each other Personal, Social and Emotional Development Making Relationships

Year Group: Reception	Lesson Number: 0a	Our Day
Learning Outcomes: Children: <ul style="list-style-type: none"> ▪ Understand some areas in which the children can look after themselves e.g. dressing and undressing 		
Resources Required for Lesson: <ul style="list-style-type: none"> ▪ Glove Puppet ▪ Our Day pictures 		
Beginning: <ul style="list-style-type: none"> <input type="checkbox"/> Outline session and learning outcomes 		
Main Activities: <p>1. Stand up, sit down In a circle, ask the children to stand up and sit down again if a feature applies to them, e. g. stand up and sit down again if you are wearing something red. Continue using a few more statements such as stand up and sit down again if you are a girl/boy, have a sister/brother. Alternatively ask the children to put their finger on their nose if the feature applies to them.</p> <p>2. Ground Rules Stay in a circle and introduce your silly glove puppet. Explain that the silly puppet often gets things wrong and will need the children's help. Can the children tell the silly puppet what rules we need for behaving in a circle? i.e. look at and listen to the teacher, put your hand up to talk, sit with your legs crossed. Establish the ground rules for the session.</p> <p>3. Our Day Mimes Using the Our Day pictures, display the 'sleeping' picture on the whiteboard. Ask the class to close their eyes and think about what happens when they first wake up in the morning. Ask the children to open their eyes and take turns to share their ideas with the group. For instance, what is the first meal of the day? Do they go to school in their pyjamas? Explain that the silly puppet often gets confused about what to do in the morning and ask the children to help it. Model a mime for getting up in the morning and getting ready for school; this could include washing, brushing teeth, dressing, eating. Stop after each action and ask the children if they know what action is being mimed. Ask the children to stand up and find a space in the room where they can see the teacher. Repeat the mime actions one at a time and ask the children to copy them. Extend the activity by asking one of the children to volunteer to do a mime. Ask the other children to guess what activity they are miming.</p> <p>4. Sequence the Pictures Choose a sequence of five or six pictures from the Our Day pictures, which show what children might do when they get ready for school in the morning. Use pieces of blu-tack to stick the pictures onto the board or wall in a random order. Ask the children to help put the pictures in the right order, one picture at a time. Alternatively, use the last slide of the Our Day pictures and ask the children to move the pictures around on the whiteboard; make sure the pictures are in the wrong order to start with. Ask the children to now think about the sequence of activities involved when they get home from school e.g. eat dinner, play, get undressed, wash/brush teeth, toilet, go to bed. Use the pictures to explain how our routine for going to bed in the evening is almost the same as our routine for getting up in the morning but in reverse order.</p> <p>5. Review and Close Ask the class which activities they can do on their own and which activities they need help with. Finish with the standing up and sitting down game using examples such as stand up and sit down if you wear pyjamas / brush your teeth by yourself / help make breakfast / wash your hands after going to the toilet.</p>		

Year Group: Reception	Lesson Number: 0b Keeping Ourselves Clean
Learning Outcomes: Children: <ul style="list-style-type: none"> ▪ Explain why it is important to keep clean ▪ Understand some basic hygiene routines 	
Resources Required for Lesson: <ul style="list-style-type: none"> ▪ Glove puppet ▪ Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush ▪ Keeping Clean pictures ▪ <i>The Smelly Book</i>, Babette Cole 	
Beginning: <input type="checkbox"/> Ground Rules In a circle, remind the children of the previous session and use the silly puppet to ask them what are the rules needed for behaviour in a circle, i.e. look at and listen to the teacher, put your hand up to talk, sit with your legs crossed. <input type="checkbox"/> Recap Our Day mimes Using the puppet, ask the children to remember the routines for waking up and getting ready for school. As a whole group mime some of the actions e.g. waking up and stretching, washing our face, brushing our teeth, getting dressed. Next, ask them to remember the routines for coming home from school and getting ready for bed. Perhaps the silly puppet is very tired now and needs to go to bed itself.	
Main Activities: 1. What is it for? Place plenty of keeping clean items and Keeping Clean pictures on tables around the room. Working in groups, ask the children to examine the keeping clean items and pictures and decide together what they are used for. Ask them to practise miming how they would use the item at home. Collect the items in and present them to the group one at a time, asking the following questions: What is the item for? How does it keep us clean? What part(s) of the body does it clean? Which parts of the body do we need to wash the most often? Why is it important to wash our hands after going to the toilet? Accept the children's words for body parts/private parts and clarify using the appropriate vocabulary. Bring the groups back together on the carpet and ask one person from each group to stand up and mime using one of the items to the rest of the class. Ask the rest of the class to see if they can guess what the mime is about. Ask the children which items they use on their own and which items do they need help using? Who might help them to keep clean at home? 2. The Smelly Book Read <i>The Smelly Book</i> to the children and briefly discuss the content: what was the smelliest thing in the story? What is deodorant? Why did the boy's socks smell? Who else's feet smelt 'pretty bad'? Why did the baby smell? What part of its body would need cleaning often? Why did the boy's friends run away?	

Year Group: Reception	Lesson Number: 0c Families
Learning Outcomes: Children: <ul style="list-style-type: none"> ▪ Identify different members of the family ▪ Understand how members of a family can help each other 	
Resources Required for Lesson: <ul style="list-style-type: none"> ▪ <i>The Family Book</i>, Todd Parr ▪ Families pictures ▪ Paper for drawing pictures 	
Beginning: <input type="checkbox"/> Ground rules and recap In a circle, remind the children about ground rules - what rules do we need for behaving in a circle? Ask the children what they remember about keeping clean. Why do we need to keep clean? Keeping clean helps us keep healthy.	
Main Activities: 1. All Families Are Different Explain that today's session is about the people in our family who help us. Introduce <i>The Family Book</i> or a similar resource about families, to illustrate difference. Discuss the content briefly: which family members are shown on the first two pages of the book? Give an example of when members of a family might live far from each other. What is a stepmum or a stepdad? What sort of celebration is the family having? Remind the children that every family is special, no matter what kind it is. 2. Family Members Working with their talk partners/small groups, ask the class to think of as many different family members as possible. Collect ideas from the class. Show some Families pictures on the whiteboard and ask the class which family members are shown in each picture. 3. Family Drawings At tables, give each child a piece of paper and a pencil and ask them to draw a picture of a family; it can be their own family or one of the families shown on the whiteboard. Circulate and support individuals as necessary and ask them to think about how the family members they have drawn might help each other at home. Bring the children back to the carpet and ask them to present their pictures. Ask the children to suggest ideas for how we help each other in our family: think of what we talked about in the first two lessons – washing, dressing, cleaning, eating/preparing meals, playing/reading. What does your family help you with? What do you help with in your family? 4. Review and Close Mime some of the different actions mentioned in the lessons (brushing your teeth, washing your hair, having a shower, eating breakfast). Ask the children to sign with their thumbs up if they do this activity themselves or with their thumbs down if someone helps them with this activity. Summarise the lesson: families can be different in lots of ways; everyone in a family can do things to help each other. Helping each other makes us feel good.	



Scheme of Work for Relationships and Sex Education
Year 1
Growing and Caring for Ourselves

Year	Lesson Heading	Lesson Content	Learning outcomes
1	Keeping Clean	<ul style="list-style-type: none">▪ Understand some basic hygiene principles	Children: <ul style="list-style-type: none">▪ Know how to keep clean and look after themselves
1	Growing and Changing	<ul style="list-style-type: none">▪ Introduce the concept of growing and changing	Children: <ul style="list-style-type: none">▪ Understand that babies become children and then adults▪ Know the differences between boy and girl babies
1	Families and Care	<ul style="list-style-type: none">▪ Explore different types of families and who to ask for help	Children: <ul style="list-style-type: none">▪ Know there are different types of families▪ Know which people they can ask for help

Year Group: Year 1	Lesson Number: 1a Keeping Clean
Learning Outcomes: Children: <ul style="list-style-type: none"> ▪ Know how to keep clean and look after themselves 	
Resources Required for Lesson: <ul style="list-style-type: none"> ▪ Talking object ▪ Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if they have one) ▪ Keeping Clean pictures 	
Beginning: <ul style="list-style-type: none"> □ Ground Rules In a circle, discuss the ground rules; include listening, not talking when others are talking, not laughing at other people, taking turns and teamwork. □ Pass the Talking Object Explain that the talking object gives the holder permission to speak and that no-one speaks unless they have the object in their hand and no-one speaks unless they want to. Pass the talking object around the circle. As each person receives the object ask them to complete the sentence <i>Hello my name is...</i> This is a good opportunity to gently remind the class of the ground rules as the object goes around the circle, for example, if someone throws the object ask them to try passing it again. 	
Main Activities: <ol style="list-style-type: none"> 1. Feeling Faces Ask the class to practice putting different feelings on their faces. Suggest happy, nervous, cross and proud. Ask the group to make a mask by covering their faces with their hands and then to think of something that makes them feel happy, giving examples such as a beautiful sunny day. On the count of three the group uncover their 'happy' faces. Gently shake off those faces and repeat with the other feelings. This helps to build a shared emotional vocabulary which can be used throughout the sessions. 2. Story Bag Take the objects out of the bag and place them on the carpet. Explain that you are going to tell a story, which involves these objects. Ask the children if they can guess what the story is going to be about. Proceed to tell a story about a child getting ready in the morning for their first day at their new school. Choose a name and gender for the child and start the story with the child waking up. Ask the class what X needs to do to get ready in the morning. Ensure they include washing, brushing teeth and getting dressed. With each suggestion ask <i>Will X need help or can s/he do this alone?</i> For example, X may need help tying laces or doing up tricky buttons. <i>Who could X ask for help?</i> Encourage the group to act out elements of the story as it progresses, for example, waking up, or brushing teeth. Ask the class to use feeling faces finishing with a proud face at the end of the story as X wears the school jumper. 3. Keeping Clean Pictures In small groups at tables, give each group a Keeping Clean picture. Ask the groups to discuss what the object in the picture is, how it helps people to keep clean, when is it used and would they need help to use it? 4. Feedback Display all the Keeping Clean pictures on the whiteboard and discuss with the class. 5. Reflect and Review To assess learning use the talking object to do a final go-round: <i>One way to keep clean is ...</i> 	

Year Group: Year 1	Lesson Number: 1b Growing and Changing
<p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> ▪ Understand that babies become children and then adults ▪ Know the differences between boy and girl babies 	
<p>Resources Required for Lesson:</p> <ul style="list-style-type: none"> ▪ Talking object ▪ Story bag containing ▪ Pictures of newborn babies ▪ Lifecycle picture cards ▪ Lifecycle word cards ▪ Lifecycle whiteboard summary 	
<p>Beginning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ground Rules In a circle, remind the group of the ground rules from the previous lesson. <input type="checkbox"/> Pass the Talking Object Pass the talking object around the circle saying: <i>Hello my name is ... and I'm a boy/girl.</i> <input type="checkbox"/> Feeling Faces Ask the class to practice putting different feelings on their faces. Suggest happy, excited, calm. 	
<p>Main Activities:</p> <p>1. Story Bag Take the two Pictures of newborn babies out of the bag and explain that today's story is about the same child as last time. Tell a story about the child going to the health centre with their mother to have their baby sister weighed by the doctor. In the story X is very excited about going to the health centre and has to calm down so that they can weigh the baby. Ask the class why the doctor needs to weigh the baby and explain that it is in order to check that the baby is growing. Stop the story at the point when the baby is getting weighed and show the baby pictures. Ask the group to decide which baby they think is the sister. Accept all answers and ask how they knew which baby was the girl and which was the boy. Agree that they have different private parts and tell the class that the science words for these parts are penis and vagina. Acknowledge that the children may have their own words for these parts. Discuss any feelings of embarrassment and reinforce that it's important to know the names for these parts of the body.</p> <p>2. Lifecycle Pictures In small groups at tables, give each group a set of Lifecycle picture cards and Lifecycle word cards. Ask the group to put the pictures in a line from youngest to oldest. If they are able to, they can then label the pictures. Display the Lifecycle whiteboard summary to clarify any misunderstandings.</p> <p>3. Reflect and Review Ask the children to think of something they can do now that they couldn't do when they were babies. Discuss a few examples. Do a final go-round with the talking object, asking them to complete the sentence: <i>One thing I can do now is...</i></p>	

Year Group: Year 1	Lesson Number: 1c Families and Care
Learning Outcomes: Children: <ul style="list-style-type: none"> ▪ Know there are different types of families ▪ Know which people we can ask for help 	
Resources Required for Lesson: <ul style="list-style-type: none"> ▪ Talking object ▪ Story bag - containing plaster and skipping rope ▪ Families pictures ▪ <i>The Family Book</i>, Todd Parr 	
Beginning: <ul style="list-style-type: none"> <input type="checkbox"/> Ground Rules In a circle, discuss the ground rules and ask what the children remember from the last lesson. <input type="checkbox"/> Feeling Faces Ask the class to practice putting different feelings on their faces. Suggest happy, shy, upset, sad. 	
Main Activities: <ol style="list-style-type: none"> 1. Story Bag In this story, X from the other two stories gets hurt after school while playing with a skipping rope by the playground gate. Children and teachers are in the playground and parents and carers are waiting on the pavement. Tell the story up to the point where X gets hurt, then consider the following questions with the class: <i>Who can X go to for help? If there is someone s/he does not know waiting on the pavement, should X ask them for help? How does X want to be cared for? How could X's friends help?</i> Draw together any conclusions and reinforce that it is important to ask for help from a trusted person. 2. Family Members In groups, ask the class to think of as many different family members as possible. Give each group a Families picture to help them. Collect suggestions from the whole class and record on the board. 3. All Families Are Different On the carpet, use the photos, like a picture book, to explain how families differ. Alternatively read <i>The Family Book</i> or a similar resource about families to illustrate difference. 4. Go-round Finish with a go-round: <i>If I needed someone to help me I would ask...</i> 	



Scheme of Work for Relationships and Sex Education Year 2 Overview Differences

Year	Lesson Heading	Lesson Content	Learning outcomes
2	Differences: Boys and Girls	<ul style="list-style-type: none">▪ Introduce the concept of male and female and gender stereotypes▪ Identify differences between males and females	Children: <ul style="list-style-type: none">▪ Understand that some people have fixed ideas about what boys and girls can do▪ Describe the difference between male and female babies
2	Differences: Male and Female	<ul style="list-style-type: none">▪ Explore some of the differences between males and females▪ Begin to understand how this is part of the lifecycle	Children: <ul style="list-style-type: none">▪ Describe some differences between male and female animals▪ Understand that making a new life needs a male and a female
2	Naming the Body Parts	<ul style="list-style-type: none">▪ Focus on sexual difference and name body parts	Children: <ul style="list-style-type: none">▪ Describe the physical differences between males and females▪ Name the male and female body parts

Year Group: Year 2	Lesson Number: 2a Differences: Boys and Girls
Learning Outcomes: Children: <ul style="list-style-type: none"> ▪ Understand that some people have fixed ideas about what boys and girls can do ▪ Describe the difference between male and female babies 	
Resources Required for Lesson: <ul style="list-style-type: none"> ▪ 2 large PE hoops ▪ Boy/Girl/Both labels ▪ Bag of objects and clothing to explore male and female stereotypes (e.g. hairbrush, something pink/blue, ball, trainers, trousers, kilt) OR Pictures of objects and clothing ▪ Clothed Babies picture cards ▪ Clothed Babies whiteboard summary ▪ Pictures of newborn babies 	
Beginning: <input type="checkbox"/> Ground Rules Sit the class in a circle with children sitting boy/girl/boy/girl. Ask the class questions to help establish some rules for these lessons. Ensure you include the following: listen to each other; treat each other with respect (this includes no laughing at each other and no put downs).	
Main Activities: 1. Defining Different and Similar Explain that the lesson will be about differences between boys and girls and refer to the learning outcomes on the whiteboard and discuss what they mean. Write the words DIFFERENT and SIMILAR on the board and ask the children to tell you what the words mean. Ask the children to give you examples of things or people that are similar or different. 2. Differences Between Boys and Girls In pairs, ask the children to discuss what the differences are between them. Share some ideas. In the same pairs ask the children to discuss what the differences are between boys and girls. Accept their ideas and use them to introduce the next part of the activity, which explores whether the ideas we hold about boys and girls are always true. 3. Who Does This Belong To? Sorting Activity Using the PE hoops make a venn diagram and label the spaces BOY, GIRL and BOTH. One by one invite the children to select an object from the bag of objects and clothing and place it in the BOY, GIRL or BOTH space. Ask them to explain their choice using the sentence stem: <i>I put it there because...</i> Accept the children's decisions for the time being. Alternatively, display the Pictures of objects and clothing on the whiteboard and encourage the class to sort them and discuss. 4. Discussion and Review When all the objects have been placed ask the children what they think about the choices made. Explore any stereotypes or assumptions, asking questions such as: <i>Is it always true that only boys wear trousers? Does anyone know any males with long hair?</i> Ask whether anyone would like to move any of the objects and why. Ask the children what they have learned from doing this activity. Draw out the idea that some people have fixed ideas (stereotypes) about the differences between boys and girls. 5. Male and Female Babies Write the words MALE and FEMALE on the board and ask the children to tell you what the words mean. Check that the children understand that a boy is male and a girl is female. In small groups at tables, ask pairs to briefly discuss how we tell whether a baby is a male or female when it is first born. Give each table a Clothed Babies picture card. Ask the pairs to decide if they can tell if their baby is male or female and how they know. 6. Biological Differences Display the Clothed Babies whiteboard summary. Feed back ideas with the whole class about whether the baby in the picture is a boy/male or girl/female. Reinforce that we cannot always tell who is a boy or girl by what they wear, like or do. Ask the class how a doctor or midwife would know whether a newborn baby is male or female. Accept any terms the children use such as "private parts" or other familiar names. Explain that in a future lesson they will learn the scientific names for these parts of the body. Use the Pictures of newborn babies to support the discussion. 7. Word Review To check whether the children understand the words male and female finish with a quick hands-up game.	

Year Group: Year 2	Lesson Number: 2b	Differences: Male and Female
<p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> ▪ Describe some differences between male and female animals ▪ Understand that making a new life needs a male and a female 		
<p>Resources Required for Lesson:</p> <ul style="list-style-type: none"> ▪ Talking object ▪ Pictures of male and female animals ▪ Cats and Kittens worksheet ▪ Anatomically correct toy farm animals 		
<p>Beginning:</p> <p><input type="checkbox"/> Introduction In a circle, review the ground rules. Ask the class what they remember from the last lesson. Remind them that they talked about some of the fixed ideas people have about boys and girls and about how to tell the difference between male and female babies. Refer to the learning outcomes for this lesson and explain that they are going to learn about some of the differences between male and female animals and why they are different.</p> <p><input type="checkbox"/> Animal Go-round Introduce the talking object. Pass the talking object around the circle and ask each child to complete the following sentence: <i>My name is ... and my favourite animal is ...because ...</i></p>		
<p>Main Activities:</p> <p>1. Male and female animals On the whiteboard show a selection of the Pictures of male and female animals. Ask Children if they can tell from the pictures whether each animal is male or female – how do they know? Which part of the animal tells them? Explain that for some animals, such as lions and peacocks, it is very clear which is the male, for example a male lion has a mane and a male peacock has a colourful fan of feathers. However, for most animals it isn't as easy to tell and we need to look at other parts of their body. Ask the children whether it is the male or the female which usually feeds the babies. Display the pictures of the cow, the bull, and the cat feeding her kittens. Ask the children whether they can tell the males from the females in these pictures; ask them to explain how they know which is which. Introduce the words <i>teats</i> and <i>udder</i> and explain they are only found on females so that the female can feed her babies. Remind children that, as with humans, male and female animals also have different private parts and this is another way we can tell them apart.</p> <p>2. Cats and Kittens worksheet Display the picture of the cat feeding her kittens on the whiteboard; name the cat Mogsy. Ask the children if they know how a female cat might feed her kittens. Remind children of the word <i>teats</i> and explain this is the part of the cat's body where the milk comes out; the kittens need to drink the milk from the teats to help them grow. Ask the children if they have seen any other animals which feed like this. At tables, give each child a copy of the Cats and Kittens worksheet. Ensure the children understand the meaning of the following words: <i>male</i>, <i>female</i>, <i>kitten</i>, <i>teats</i> and write these words on the board. Ask the children to complete the draw and write worksheet with their own picture of Mogsy the cat feeding her kittens and then use the words to label their picture. Check children understand that we always need a male and a female to make a baby.</p> <p>3. Pass the Animals Choose a male and female farmyard animal of the same species, (ensure that they are anatomically different). Hold up both animals and check the class understands which is male and female. Pass the animals around the circle, randomly call out stop (or pause music if using) and ask whoever is holding an animal to say whether it is male or female. Ask them to explain how they know (udders, teats, 'privates'). Repeat the process several times, using another species if time allows.</p> <p>4. Reflect and Review Review learning and explain that in the next lesson they will be finding out more about the differences between boys and girls.</p>		

Year Group: Year 2	Lesson Number: 2c	Naming The Body Parts
<p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> ▪ Describe the physical differences between males and females ▪ Name the male and female body parts 		
<p>Resources Required for Lesson:</p> <ul style="list-style-type: none"> ▪ 2 large PE Hoops ▪ Hoop labels ▪ Body Parts picture cards ▪ Female x-ray picture ▪ Body Parts worksheet 		
<p>Beginning:</p> <p><input type="checkbox"/> Ground Rules In a circle, remind the class of the ground rules from the last lesson.</p> <p><input type="checkbox"/> Simon Says As a whole class use a 'Simon Says' format to review the learning about males and females; e.g. <i>all the males put your hands on your head or all the females point at the ceiling</i>. Catch the children out by giving a command without identifying the sex e.g. <i>put your hand up</i>.</p>		
<p>Main Activities:</p> <p>1. Recap Lessons 1 and 2 Ask the class what they remember from the last two lessons. Prompt them using questions e.g. <i>what are the differences between male and female animals? Who else does a female need to make a baby? How is a kitten born and fed? What do babies need when they are born?</i> Remind the class that there are some important differences between male and female bodies and refer to the learning outcomes for this lesson.</p> <p>2. Body Parts Activity Create a Venn diagram on the floor using two PE hoops. Use the Hoop labels to designate one side of the Venn diagram 'male', one side 'female' and the centre 'both'. Give a Body Parts picture card to each pair of children and ask them to consider where it belongs in the Venn diagram. When they have all decided, ask the children to read out their card and place it in one of the spaces. Correct any misunderstandings. When the activity is complete ask the children what they notice and ensure they recognise that most body parts are the same for males and females, only the private parts are different. Use the Female x-ray picture at your discretion to explain that the vagina is inside the body.</p> <p>3. Naming Body Parts Worksheet At tables, ask children to individually complete the Body Parts worksheet by matching the words for body parts to the drawing. If the children finish this activity ask them to label the parts male, female and both.</p> <p>4. Song Remind the class that most parts of our bodies are the same. Sing and perform the song Heads, Shoulders, Knees and Toes.</p> <p>5. Reflect and Review Ask the class to summarise what they have learnt.</p>		



Scheme of Work for Relationships and Sex Education Year 3 Overview Changing

Year	Lesson Heading	Lesson Content	Learning outcomes
3	The Body	<ul style="list-style-type: none">Identify the external parts of the body and external reproductive system.Identify gender differences.	Children: <ul style="list-style-type: none">Are able to explain how the body functions.Are able to identify the male and female external reproductive parts.
3	Changes	<ul style="list-style-type: none">How emotions change as we grow.How relationships change as we grow.	Children: <ul style="list-style-type: none">Are able to identify different emotions and how these can change.Are able to identify how the nature of relationships change as we get older.
3	Personal Space	<ul style="list-style-type: none">Explore the meaning of personal space and personal safety.Explore the concepts of personal hygiene and its importance.	Children: <ul style="list-style-type: none">Are able to understand the concepts of personal space and safety.Are able to keep themselves clean and hygienically safe.

Year Group: Year 3	Lesson Number: 3a	The Body
Learning Outcomes: Pupils: <ul style="list-style-type: none"> ▪ Are able to explain how the body functions. ▪ Are able to identify the male and female external reproductive parts. 		
Resources Required for Lesson: <ul style="list-style-type: none"> ▪ Large pieces of paper, pens and pencils ▪ Handout 3a – Male and Female 		
Beginning: <ul style="list-style-type: none"> <input type="checkbox"/> Outline session and learning outcomes <input type="checkbox"/> Set ground rules 		
Main Activities: <ul style="list-style-type: none"> ▪ Split the class into smaller groups. Give each a large piece of paper and ask them to fill the piece of paper with a given body part (ie. leg, arm etc). Then ask the group to swap them around and the next group has to label the part. ▪ In the middle of the room, place all the parts together to make one body, and check to see if the labels are correct. ▪ Using the body as a basis, discuss the following issues: <ul style="list-style-type: none"> - What is normal? - What language gets used for various parts of the body? - Is this language appropriate? If so, when and how? - What parts of the body cause embarrassment and why? ▪ Use the handout sheet to discuss the differences between male and female and identify the external reproductive organs. 		

Year Group: Year 3	Lesson Number: 3b Changes
<p>Learning Outcomes: Pupils:</p> <ul style="list-style-type: none"> ▪ Are able to identify different emotions and how these can change. ▪ Are able to identify how the nature of relationships change as we get older. 	
<p>Resources Required for Lesson:</p> <ul style="list-style-type: none"> ▪ Story book from within the school. ▪ Paper and pens. 	
<p>Beginning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outline session and learning outcomes <input type="checkbox"/> Set ground rules <input type="checkbox"/> Recap previous session – The Body 	
<p>Main Activities:</p> <ul style="list-style-type: none"> ▪ Select a story (from the books already in the classroom) which features some kind of conflict within a relationship which gets resolved. Read the story and then split the class into various groups. Ask each group to come up with an alternative ending where the issues are not resolved or not handled well. ▪ Each group reads out their ending and discusses why they chose this, and the issues which arise. ▪ As a whole group, discuss a variety of situations which are embarrassing and why they are embarrassing now when they wouldn't have been in the past. (The changing nature of their relationships.) Also discuss how they might be avoided or dealt with. Discuss where they can get help. 	

Year Group: Year 3	Lesson Number: 3c Personal Space
<p>Learning Outcomes: Pupils:</p> <ul style="list-style-type: none"> ▪ Are able to understand the concepts of personal space and safety. ▪ Are able to keep themselves clean and hygienically safe. 	
<p>Resources Required for Lesson:</p> <ul style="list-style-type: none"> ▪ Red and Green Cards ▪ Handout 3c – Risky Situations ▪ Paper and pen/pencils 	
<p>Beginning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outline session and learning outcomes <input type="checkbox"/> Set ground rules <input type="checkbox"/> Recap previous sessions – The Body and Changes 	
<p>Main Activities:</p> <ul style="list-style-type: none"> ▪ Give each child a red and green card. Go through a variety of scenarios, using handout. For each, ask the children to hold up a red card for a dangerous or risky situation and green for a safe situation. Discuss any issues which arise. ▪ Split the class into groups and ask each group to come up with 3 risky situations and how they would deal with them. Feedback to the rest of the class. Use the following as ideas: <ul style="list-style-type: none"> - At home - At school - At a friend's house - In the supermarket - In the garden - In a strange or unknown environment 	



Scheme of Work for Relationships and Sex Education Year 4 Overview Reproduction

Year	Lesson Heading	Lesson Content	Learning outcomes
4	Body Parts	<ul style="list-style-type: none">Identify the internal reproductive systems for males and females	Children: <ul style="list-style-type: none">Are able to name the various parts of both male and female reproductive systems
4	Reproduction	<ul style="list-style-type: none">Why humans reproduceHow they reproduceGet ready to reproduce (and introduction to puberty).	Children: <ul style="list-style-type: none">Are able to explain how and why human reproduction happens
4	Relationships	<ul style="list-style-type: none">How and why relationships changeHow to deal with these changesHow to negotiate new relationships	Children: <ul style="list-style-type: none">Are able to identify how and why relationships change around pubertyAre able to negotiate new relationships and deal with the changes in existing relationships including with friends and parents/family

Year Group: Year 4	Lesson Number: 4a	Body Parts
Learning Outcomes: Pupils: <ul style="list-style-type: none"> ▪ Are able to name the various parts of both male and female reproductive systems. 		
Resources Required for Lesson: <ul style="list-style-type: none"> ▪ Handout 4a – Reproductive Systems ▪ “Mummy Laid an Egg” by Babette Cole 		
Beginning: <ul style="list-style-type: none"> <input type="checkbox"/> Outline session and learning outcomes <input type="checkbox"/> Set ground rules 		
Main Activities: <ul style="list-style-type: none"> ▪ Discuss what the class understand about reproduction. Dispel any myths and read: “Mummy Laid an Egg” by Babette Cole. ▪ Using the handout, discuss the various internal reproductive parts of both male and female. Make sure they understand the names, and what they do. 		

Year Group: Year 4	Lesson Number: 4b	Reproduction
Learning Outcomes: Pupils: <ul style="list-style-type: none"> ▪ Are able to explain how and why human reproduction happens. 		
Resources Required for Lesson: <ul style="list-style-type: none"> ▪ Paper and pens for the first exercise. ▪ Flipchart or whiteboard pens. ▪ Preparation for parents and children whose family circumstances may require sensitivity eg. children in care, adopted children. 		
Beginning: <ul style="list-style-type: none"> <input type="checkbox"/> Outline session and learning outcomes <input type="checkbox"/> Set ground rules <input type="checkbox"/> Recap previous session – Body Parts 		
Main Activities: <ul style="list-style-type: none"> ▪ Ask the class to draw their whole family (including several generations) and label. ▪ Discuss the life cycle from birth to death, using people in their families as examples. ▪ Discuss what would happen if this didn't happen (ie. people were never born or died). ▪ Revisit the reproductive system and discuss what it is for and that each person will be able to use this system when they reach puberty. 		

Year Group: Year 4	Lesson Number:4c Relationships
<p>Learning Outcomes: Pupils:</p> <ul style="list-style-type: none"> ▪ Are able to identify how and why relationships change around puberty. ▪ Are able to negotiate new relationships and deal with the changes in existing relationships including with friends and parents/family. 	
<p>Resources Required for Lesson:</p> <ul style="list-style-type: none"> ▪ Handout 4c – Changing Relationships. ▪ Preparation for parents and children whose family circumstances may require sensitivity eg. children in care, adopted children. 	
<p>Beginning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outline session and learning outcomes <input type="checkbox"/> Set ground rules <input type="checkbox"/> Recap previous session – Body Parts and Reproduction 	
<p>Main Activities:</p> <ul style="list-style-type: none"> ▪ Recap reproduction and the life cycle and how things will begin to change during puberty. ▪ Ask each pupil to write down one way in which their relationship with family and friends has changed since birth, and one way in which they think they will change in the future using the handout. ▪ Discuss a selection as a whole class along with the strategies on how to deal with the changes in relationships. (This should include who they can talk to if they experience problems.) 	



Scheme of Work for Relationships and Sex Education Year 5 Overview Growing Up

Year	Lesson Heading	Lesson Content	Learning outcomes
5	Relationships	<ul style="list-style-type: none">▪ How to communicate effectively in relationships▪ How to deal with changes in relationships and where to get help and advice	Children: <ul style="list-style-type: none">▪ Are able to identify problems and deal with them▪ Know where to get help
5	Body Image	<ul style="list-style-type: none">▪ What is body image and how does it affect people▪ How to create an appropriate body image and gain self respect	Children: <ul style="list-style-type: none">▪ Are able to identify their own body image and the influences on it▪ Have respect for themselves and others
5	Puberty	<ul style="list-style-type: none">▪ What is it, what happens to males and females and why is it necessary	Children: <ul style="list-style-type: none">▪ Are able to identify changes in their own bodies▪ Understand the process of puberty

Year Group: Year 5	Lesson Number: 5a Relationships
Learning Outcomes: Pupils: <ul style="list-style-type: none"> ▪ Are able to identify problems and deal with them. ▪ Know where to get help. 	
Resources Required for Lesson: <ul style="list-style-type: none"> ▪ Handout 5a – Communication Skills ▪ Handout 5a – Relationships 	
Beginning: <ul style="list-style-type: none"> <input type="checkbox"/> Outline session and learning outcomes <input type="checkbox"/> Set ground rules 	
Main Activities: <ul style="list-style-type: none"> ▪ Split the class into pairs, and get them to sit back to back (so they can't see what the other is doing). Give one a blank piece of paper and a pencil. Give the other a copy of the handout – “Communication Skills”. Ask the one with the handout to describe what they see and the other one to draw what is described. At the end of the exercise discuss why communication skills are so important and the issues that can occur when communication goes wrong. ▪ Give each pupil a copy of the handout – “Relationships” and ask them to complete it. As a whole class, feedback on a selection of answers and include what the issues are and how they can be overcome. 	

Year Group: Year 5	Lesson Number: 5b	Body Image
Learning Outcomes: Pupils: <ul style="list-style-type: none"> ▪ Are able to identify their own body image and the influences on it. ▪ Have respect for themselves and others. 		
Resources Required for Lesson: <ul style="list-style-type: none"> ▪ Handout 5b – Self Image 		
Beginning: <ul style="list-style-type: none"> <input type="checkbox"/> Outline session and learning outcomes <input type="checkbox"/> Set ground rules <input type="checkbox"/> Recap previous session - Relationships 		
Main Activities: <ul style="list-style-type: none"> ▪ As a whole class, discuss what is meant by self image and brainstorm what might influence it. ▪ Using the Resource Sheet, ask each pupil to draw themselves now, in 5 years and 10 years, and ask them to include all the elements that make up their self image and the influences on it. ▪ Feedback as a whole class – drawing out elements such as respect for others choices of their self image, positive self image and how this will affect future aspirations etc. 		

Year Group: Year 5	Lesson Number: 5c	Puberty
Learning Outcomes: Pupils: <ul style="list-style-type: none"> ▪ Are able to identify changes in their own bodies. ▪ Understand the process of puberty. 		
Resources Required for Lesson: <ul style="list-style-type: none"> ▪ Handout 5c – True/False Quiz. ▪ Help, I'm Hairy (easysre.net) 		
Beginning: <ul style="list-style-type: none"> <input type="checkbox"/> Outline session and learning outcomes <input type="checkbox"/> Set ground rules <input type="checkbox"/> Recap previous sessions – Relationships Self Image 		
Main Activities: <ul style="list-style-type: none"> ▪ Watch easyrse.net film 'Help, I'm Hairy'. ▪ Ask each pupil to complete a question slip and then collect them in. Answer the questions anonymously. If there are any questions which are irrelevant, or difficult, leave these out. Enlist the help of the school nurse if necessary. ▪ Complete the True/False Quiz. 		



Scheme of Work for Relationships and Sex Education Year 6 Overview Preparing For Change

Year	Lesson Heading	Lesson Content	Learning outcomes
6	Body Image	<ul style="list-style-type: none">▪ The importance of personal hygiene as you get older▪ Dealing with the pressures relating to body image	Children: <ul style="list-style-type: none">▪ Understand why personal hygiene is important▪ Understand the effect of peer pressure▪ Are assertive in their choices about body image
6	Changing Relationships	<ul style="list-style-type: none">▪ Dealing with peer pressure.▪ Dealing with the changing relationships with those around you, especially parents/ carers and the importance of communication	Children: <ul style="list-style-type: none">▪ Recognise and deal positively with peer pressure▪ Understand the importance of communication within relationships
6	Reproduction	<ul style="list-style-type: none">▪ Revisit puberty and reproduction▪ Sexual intercourse	Children: <ul style="list-style-type: none">▪ Recognise the changes in their own bodies in relation to puberty▪ Understand human reproduction including sex

Year Group: Year 6	Lesson Number: 6a Body Image
<p>Learning Outcomes: Pupils:</p> <ul style="list-style-type: none"> ▪ Understand why personal hygiene is important. ▪ Understand the effect of peer pressure. ▪ Are assertive in their choices about body image. 	
<p>Resources Required for Lesson:</p> <ul style="list-style-type: none"> ▪ Magazines, newspapers, scissors, glue, pens etc. 	
<p>Beginning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outline session and learning outcomes <input type="checkbox"/> Set ground rules 	
<p>Main Activities:</p> <ul style="list-style-type: none"> ▪ Split the class into three. Give each group one of the following topics and ask them to make a collage about it using the magazines and newspapers provided: <ul style="list-style-type: none"> o Personal Hygiene o Pressures caused by Peers, Parents, The Media etc. o Body Image 	

Year Group: Year 6	Lesson Number: 6b Changing Relationships
<p>Learning Outcomes: Pupils:</p> <ul style="list-style-type: none"> ▪ Recognise and deal positively with peer pressure. ▪ Understand the importance of communication within relationships. 	
<p>Resources Required for Lesson:</p> <ul style="list-style-type: none"> ▪ Handout 6b – Scenarios ▪ Handout 6b – Feedback Form 	
<p>Beginning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outline session and learning outcomes <input type="checkbox"/> Set ground rules <input type="checkbox"/> Recap previous session – Body Image 	
<p>Main Activities:</p> <ul style="list-style-type: none"> ▪ Split the class into four groups. Each group is given a scenario and 5 minutes to practice a role play of that scenario. They then perform it for the rest of the class. ▪ Ask the pupils to complete a section of the Feedback Form for each of the scenarios. Once all are complete, feedback as a whole group, drawing out what the issues were and how they were dealt with. 	

Year Group: Year 6	Lesson Number: 6c	Reproduction
Learning Outcomes: Pupils: <ul style="list-style-type: none"> ▪ Recognise the changes in their own bodies in relation to puberty. ▪ Understand human reproduction including sex. 		
Resources Required for Lesson: <ul style="list-style-type: none"> ▪ Handout 6c – Matching Game ▪ Handout 6c – Questions Sheet ▪ Operation Ouch film (online resource) 		
Beginning: <ul style="list-style-type: none"> <input type="checkbox"/> Outline session and learning outcomes <input type="checkbox"/> Set ground rules, rewards and sanctions <input type="checkbox"/> Recap previous session – Body Image and Changing Relationships 		
Main Activities: <ul style="list-style-type: none"> ▪ Watch the Operation Ouch episode “Where Babies Come From” https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made-full-programme/zhtnydm ▪ Ask pupils to complete the “Questions” sheet and as a whole group answer the questions as best as possible. (The school nurse can be brought in if there are any issues which need additional support.) ▪ In small groups, give each a copy of the quiz and then feedback as a whole group. 		