



Subject	PSHE	Year Group	1	Unit title	Relationships	
		<ul style="list-style-type: none"> ▪ Character: Children will be able to understand the importance of respect and valuing differences. ▪ Competence: Children will be able to identify male and female external genitalia (vagina, vulva, penis, testicles). They will understand that using the correct scientific words at school or with doctors is important. They will understand private parts are important and special. ▪ Community: Children will be able to recognise that we are all equal and that it is acceptable to be different. 				
<p>SMSC Links</p>		<p>Spiritual: Encouraging children to recognise their own feelings and reflect on how their actions affect others. Moral: Learning simple ideas of right and wrong in friendships, including kindness, honesty and taking turns. Social: Developing early social skills by working and playing cooperatively, sharing, and building positive relationships. Cultural: Understanding that families and friendships can look different and learning to respect differences within the community.</p>			<p>British Values</p>	<p>Mutual respect and tolerance, Individual liberty</p>
<p>Previous Core Knowledge</p>		<p>New Core Knowledge (bold are non-negotiables)</p>			<p>Core Vocabulary</p>	
<p>EYFS – Early Learning Goal Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs. <p>Year 1 Term 4 Unit 4</p> <ul style="list-style-type: none"> • How people and other living things have different needs and about the responsibilities of caring for them. 		<p>Substantive</p> <ul style="list-style-type: none"> ▪ Know what my family members do to help me feel cared for. ▪ Know that not all families look the same. ▪ Understand that families are important to keep us safe, look after us and make us feel valued and special. ▪ Know how to treat yourself and others with respect. ▪ Understand about the importance of respect and valuing differences. ▪ Know the names of the male and female external genitalia (vagina, vulva, penis, testicles). ▪ Understand that using the correct scientific words at school or with doctors is important. ▪ Know that some body parts are private. ▪ Know that parts of their body covered by underwear are private. ▪ Understand private parts are important and special. ▪ Know there are people they can talk to or ask for help from if they feel scared, hurt or worried. 		<p>Disciplinary</p> <ul style="list-style-type: none"> ▪ Recognise the ways in which we are the same and different to others. ▪ Identify the people who love and care for me. ▪ Identify that they live with people who love and care for us. ▪ Consider lots of different types of families for example, single parents, step-parents/siblings, older siblings as parents, uncles/aunties as parents, foster parents, adoptive parents, grandparents cohabiting, same-sex parents. ▪ Identify their own important relationships with others, which could include people who care for them, not necessarily those family members they live with e.g. teachers, friends. ▪ Consider why their family is unique to them. ▪ Identify what special things their family does for them. ▪ Identify similarities and differences in people. ▪ Recognise the ways in which we are the same and different to others. 	<p>Lesson 1 – same – things we have in common. differences – things that make us unique. respect – treating everyone with kindness – the way we would like to be treated ourselves. value – to appreciate someone.</p> <p>Lesson 2 – private body parts - body parts that are kept private by underwear. vulva – a female private body part. The vulva is the opening and outside parts of a female’s ‘private parts’ vagina - a female private body part. The vagina is one of the parts just inside a female. penis – a male private body part. testicles - male private body parts. breasts – a female private body part. bottom – the part of our bodies that we sit on. anus - the body part where a body gets rid of waste (poo). nipples – male and female body parts.</p>	

		<ul style="list-style-type: none"> ▪ Recognise that we are all equal and that it is acceptable to be different. ▪ Explore scenarios to understand how it feels when someone is not being respected or treated fairly. ▪ Look for similarities and differences between one another. ▪ Identify main body parts of boys and girls. ▪ Name the main parts of the body including external genitalia. ▪ Identify the parts of the body that are private for girls and boys. ▪ Identify people they can talk to or ask for help from if they feel scared, hurt or worried. 	<p>Lesson 3 - family – those that are important to us. important – someone or something special to us. care – looking after someone or something.</p>
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Content Map

	Lesson 1	Lesson 2	Lesson 3
Learning Objective	<ul style="list-style-type: none"> • Know how to treat yourself and others with respect. • Recognise the ways in which we are the same and different to others. 	<ul style="list-style-type: none"> • Recognise the ways in which I am the same and different to others. • Name the main parts of the body including external genitalia. • Know that the parts of our body covered by underwear are private. 	<ul style="list-style-type: none"> • Identify the people who love and care for me. • Know what they do to help me feel cared for.
New Knowledge	<p>PSHE KS1 prog. of study R22 know about how to treat yourself and others with respect. R23. to recognise the ways in which they are the same and different to others. L6. To recognise the ways they are the same as, and different to, other people.</p> <p>2020 Statutory Relationships Education - Respectful relationships - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>PSHE KS1 prog. of study R13. that parts of their body covered by underwear are private. R23 (and L6). to recognise the ways in which they are the same and different to others. H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>2020 Statutory Relationships education: Families and people who care for me: - that families are important for children growing up because they can give love, security and stability. - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that</p>	<p>PSHE KS1 prog. of study R2. to identify the people who love and care for them and what they do to help them feel cared for. R3. about different types of families including those that may be different to. L6 (and R23). to recognise the ways, they are the same as, and different to other people.</p> <p>2020 Statutory Relationships education: Families and people who care for me: - that families are important for children growing up because they can give love, security and stability. - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>

		<p>other children's families are also characterised by love and care.</p> <p>- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p>- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
Retrieval	List 2 ways you can show respect	Talk 'Pants' – what has the song taught us?	Discuss how families can be different.
You Do Task	Pupils are to group pictures into 'respectful' or 'disrespectful' behaviours discussing with their partner.	Discuss with your partner the different body parts that girls and boys have.	Pupils can identify which people care and look after them. They can also identify who lives with them.
Assessment	Pupils can identify respectful and disrespectful behaviour	Pupils can identify the different body parts for boys and girls	Pupil can talk about how others' families are different from their own.
Resources	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Read the unit plan. - Upload Pupil resources. - Upload this term's PSHE Knowledge Organiser onto Showbie. - Watch film (5.46mins) <p>https://youtu.be/GOzrAK4gOSo</p> <ul style="list-style-type: none"> - Read the lesson slides and teacher notes. - Upload Pupil Deck to Showbie. - Slide 14 amend to make more relevant to your Academy by adding perhaps photos of staff or deleting some of the professionals/organisations suggested. 	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Read this unit plan and teacher notes. <p>***Please make sure you have read the content before delivering to your class and adapt accordingly.</p> <ul style="list-style-type: none"> - Upload Pupil resources. - Watch the Pantosaurus video <p>https://www.youtube.com/watch?v=-IL07JOGU5o</p> <ul style="list-style-type: none"> - Slides 12 and 13 – decide whether you want to use both with different abilities of children or just one for all. - Amend the PD to reflect these changes. - Amend Slide 14 to make more relevant to your Academy by adding perhaps photos of staff or deleting some of the professionals suggested. <p>Further resources:</p> <p>SEN IMatter has further resources.</p> <p>PSHE Association (if you have membership) https://pshe-association.org.uk/resource/changing-and-growing-up-ks2 Yr 1&2 Lesson 3 – Everybody's Body</p>	<p>** You may want your class to bring in photographs of their families and or pets.</p> <p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Read the unit plan. - Upload Pupil resources. - Upload Pupil resources. (optional activity sheet) <p>Further resources:</p> <p>SEN IMatter has further resources.</p> <p>Stonewall</p> <p>https://www.stonewall.org.uk/resources/different-families-same-love-pack</p>


Subject	PSHE	Year Group	2	Unit title	Relationships	
		<ul style="list-style-type: none"> ▪ Character: Children will be able to understand the importance of kindness and valuing friendship. ▪ Competence: Children will recognise that some things are private and the importance of respecting privacy. They will understand that they have the right to protect their bodies from inappropriate or unwanted contact. They will be able to identify who they would speak to if their privacy was not respected. ▪ Community: Children will be able to recognise how people grow and change from young to old and how people’s needs change. 				
<p>SMSC Links</p>		<p>Spiritual: Encouraging children to reflect on their feelings and recognise how others may feel in different situations Moral: Learning right and wrong in friendships, including fairness, kindness, sharing and resolving conflicts. Social: Developing teamwork and communication skills by working with classmates and building positive relationships. Cultural: Understanding that families and friendships can look different in other cultures and communities, and respecting these differences.</p>			<p>British Values</p>	<p>Mutual respect and tolerance, Individual liberty</p>
<p>Previous Core Knowledge</p>		<p>New Core Knowledge (bold are non-negotiables)</p>			<p>Core Vocabulary</p>	
<p>Year 1 term 5 Know how to treat yourself and others with respect. Recognise the ways in which we are the same and different to others. Recognise the ways in which I am the same and different to others. Name the main parts of the body including external genitalia. Know that the parts of our body covered by underwear are private. Identify the people who love and care for me. Know what they do to help me feel cared for.</p>		<p>Substantive</p> <ul style="list-style-type: none"> ▪ Know the difference between appropriate and inappropriate touch. ▪ Know the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). ▪ Know that parts of my body covered by underwear are private. ▪ Understand that they have the right to protect their bodies from inappropriate or unwanted contact. ▪ Know how to respond if physical contact makes me feel uncomfortable or unsafe. ▪ Know about growing and changing from young to old and how people’s needs change. ▪ Know that changes are OK and that sometimes they will happen whether we want them to or not. ▪ Know what kind and unkind behaviour is, and how this can affect others. ▪ Know how people make friends and what makes a good friendship. ▪ Understand how it feels to be treated fairly and unfairly. 	<p>Disciplinary</p> <ul style="list-style-type: none"> ▪ Look for similarities and differences between one another. ▪ Identify main body parts of boys and girls. ▪ Name the main parts of the body including external genitalia. ▪ Identify the parts of the body that are private for girls and boys. ▪ Identify people they can talk to or ask for help from if they feel scared, hurt or worried. ▪ Recognise the ways in which we are the same and different to others. ▪ Identify the people who love and care for me. ▪ Identify that they live with people who love and care for us. ▪ Consider lots of different types of families for example, single parents, step-parents/siblings, older siblings as parents, uncles/aunties as parents, foster parents, adoptive parents, grandparents cohabiting, same-sex parents. ▪ Identify their own important relationships with others, which could include people who care for them, not 	<p>Lesson 1 – private body parts - body parts that are kept private by underwear. vulva – a female private body part. The vulva is the opening and outside parts of a female’s ‘private parts’ vagina - a female private body part. The vagina is one of the parts just inside a female. penis – a male private body part. testicles - male private body parts. breasts – a female private body part. bottom – the part of our bodies that we sit on. anus - the body part where a body gets rid of waste (poo). nipples – male and female body parts. privacy – keeping something away from the view of other people.</p> <p>Lesson 2 - human - having to do with or being a part of people. life cycle - the sequence of changes that a living thing goes through as it grows and develops. Birth, growth, reproduction, aging, and death are all stages in the life cycle of an animal. change – to become different. baby – a very young child.</p>		

		<p>necessarily those family members they live with e.g. teachers, friends.</p> <ul style="list-style-type: none"> ▪ Consider why their family is unique to them. ▪ Identify what special things their family does for them. ▪ Identify similarities and differences in people. ▪ Recognise the ways in which we are the same and different to others. ▪ Recognise that we are all equal and that it is acceptable to be different. ▪ Explore scenarios to understand how it feels when someone is not being respected or treated fairly. 	<p>adult – a person or animal that is fully grown.</p> <p>Lesson 3 – qualities – what makes a person or thing who or what they are e.g. kind, thoughtful, gentle etc.</p> <p>kind – helpful, friendly, good.</p> <p>unkind – not kind or sympathetic</p> <p>respond - to answer or give a reply, in words or actions.</p> <p>fair – to treat people according to their needs without allowing an advantage to one person over another.</p> <p>unfair - not just or right; treating people in manner that is too harsh or that is unequal with the way others are treated.</p>
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Content Map

	Lesson 1	Lesson 2	Lesson 3
Learning Objective	<ul style="list-style-type: none"> • Know that parts of my body covered by underwear are private. • Know the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). • Know how to respond if physical contact makes me feel uncomfortable or unsafe. 	<p>Know about growing and changing from young to old and how people's needs change.</p>	<ul style="list-style-type: none"> • Understand about what kind and unkind behaviour is and how this can affect others. • Know how people make friends and what makes a good friendship.
New Knowledge	<p>PSHE KS1 prog. of study:</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>R15. how to respond safely to adults they don't know.</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe.</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>2020 Statutory Relationships Education - Being safe -</p> <ul style="list-style-type: none"> - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact. - how to recognise and report feelings of being unsafe or feeling bad about any adult. 	<p>PSHE KS1 prog. of study:</p> <p>H26. about growing and changing from young to old and how people's needs change.</p>	<p>PSHE KS1 prog. of study:</p> <p>R6 about what is kind and unkind behaviour, and how this can affect others.</p> <p>R21 about how people make friends and what makes a good friendship.</p> <p>2020 Statutory Relationships Education:</p> <p>Caring friendships:</p> <ul style="list-style-type: none"> - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
Retrieval	<p>Name 3 male body parts.</p> <p>Name 3 female body parts</p>	<p>Name 2 ways in which I have changed since I was a baby.</p>	<p>List 2 main characteristics you would want in a friend</p>
You Do Task	<p>Label male and female body parts</p>	<p>Me then and now</p>	<p>The 'Friend Builder'</p>

		How would you identify the age of a person?	Mind Map – What does kindness mean to you
Assessment	Are children able to identify the difference between male and female body parts	Can children identify how they have changed throughout the years. Can the children name the differences between children and adults.	Children can identify what characteristics they want in a friend.
Resources	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Read this unit plan. Please make sure you have read the content before delivering to your class and adapt accordingly. - Upload Pupil resources. - Watch the Pantosaur video https://www.youtube.com/watch?v=-IL07JOGU5o - Slide 20 amend to make more relevant to your Academy by adding perhaps photos of staff or deleting some of the professionals suggested. <p>Further resources: The NSPCC have a range of lessons and resources called PANTS.</p>	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Read this unit plan. - Upload Pupil resources. - Amend slide 15 to reflect your Academy. You could add photos of relevant staff as well as add or remove professional/organisations. - You will need resources for this lesson prepared in advance = ASK THE CHILDREN TO BRING IN PHOTOGRAPHS OF THEM GROWING UP FROM BIRTH TO NOW. Perhaps 2-3 photos. Be sensitive as some family circumstances may mean that they may not have photos available from birth. <p>Further resources:</p> <p>PSHE Association (if you have membership) https://pshe-association.org.uk/resource/changing-and-growing-up-ks2 Yr 1&2 Lesson 2 – We are Growing</p>	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Read this unit plan. - Upload Pupil resources. - Slide 15 amend to make more relevant to your Academy by adding perhaps photos of staff or deleting some of the professionals/organisations suggested. <p>Further resources:</p> <p>PSHE Association statutory RSHE explained and parental engagement free resources. https://pshe-association.org.uk/guidance/ks1-4/statutory-rshe</p>

Subject	PSHE	Year Group	3	Unit title	Relationships					
		<ul style="list-style-type: none"> ▪ Character: Children will be able to understand the importance of positive, healthy friendships. ▪ Competence: Children will know what acceptable and unacceptable contact is and know strategies to respond to unwanted physical contact. ▪ Community: Children will be able to recognise when others may feel lonely or excluded and know strategies for how to include them. 								
<p>SMSC Links</p>		<p>Spiritual: Children reflect on their own feelings and understand what makes relationships positive. Moral: They learn right and wrong in how they treat others, including fairness and respect. Social: They develop teamwork, communication, and friendship skills through working with others. Cultural: They learn that families and friendships can be different and to respect people’s backgrounds and beliefs.</p>			<p>British Values</p>	<p>Mutual respect and tolerance Individual liberty</p>				
<p>Previous Core Knowledge</p>		<p>New Core Knowledge (bod on-negotiables)</p>			<p>Core Vocabulary</p>					
<p>Year 2 Unit 5</p> <ul style="list-style-type: none"> • Know that parts of my body covered by underwear are private. • Know the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). • Know how to respond if physical contact makes me feel uncomfortable or unsafe. • Know about growing and changing from young to old and how people’s needs change. • Understand about what kind and unkind behaviour is and how this can affect others. • Know how people make friends and what makes a good friendship. 		<table border="1"> <thead> <tr> <th data-bbox="645 692 1140 719">Substantive</th> <th data-bbox="1146 692 1637 719">Disciplinary</th> </tr> </thead> <tbody> <tr> <td data-bbox="645 724 1140 1541"> <ul style="list-style-type: none"> ▪ Know about privacy and personal boundaries and what is appropriate in friendships and wider relationships (including online). ▪ Know what acceptable and unacceptable contact is. ▪ Know what is meant by personal space. ▪ Know strategies to respond to unwanted physical contact. ▪ Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties). ▪ They will understand how to develop positive relationships. ▪ Know that healthy friendships make people feel included. ▪ Know strategies for how to include others who may feel lonely or excluded. ▪ Know about what respect means and the importance of treating each other with respect. ▪ Understand the importance of respecting other people’s feelings. ▪ Understand the meaning of respect in relationships and the importance of working with others collaboratively. </td> <td data-bbox="1146 724 1637 1541"> <ul style="list-style-type: none"> ▪ Recognise that everyone, including them, should expect to be treated politely and with respect by others in school and in wider society. ▪ Consider and list reasons why touch is important. ▪ Recognise different types of physical contact and sort different types of physical contact into appropriate and inappropriate. ▪ Consider types of touch they like / dislike. ▪ Practise how to respond to unwanted contact. ▪ Recognise what a healthy relationship looks like. ▪ Identify what skills are required to maintain a relationship. ▪ Identify the qualities that make a great friend. ▪ Describe how healthy relationships make us feel. ▪ Describe what makes a relationship unhealthy. ▪ Identify who to talk to if worried and require support. </td> </tr> </tbody> </table>			Substantive	Disciplinary	<ul style="list-style-type: none"> ▪ Know about privacy and personal boundaries and what is appropriate in friendships and wider relationships (including online). ▪ Know what acceptable and unacceptable contact is. ▪ Know what is meant by personal space. ▪ Know strategies to respond to unwanted physical contact. ▪ Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties). ▪ They will understand how to develop positive relationships. ▪ Know that healthy friendships make people feel included. ▪ Know strategies for how to include others who may feel lonely or excluded. ▪ Know about what respect means and the importance of treating each other with respect. ▪ Understand the importance of respecting other people’s feelings. ▪ Understand the meaning of respect in relationships and the importance of working with others collaboratively. 	<ul style="list-style-type: none"> ▪ Recognise that everyone, including them, should expect to be treated politely and with respect by others in school and in wider society. ▪ Consider and list reasons why touch is important. ▪ Recognise different types of physical contact and sort different types of physical contact into appropriate and inappropriate. ▪ Consider types of touch they like / dislike. ▪ Practise how to respond to unwanted contact. ▪ Recognise what a healthy relationship looks like. ▪ Identify what skills are required to maintain a relationship. ▪ Identify the qualities that make a great friend. ▪ Describe how healthy relationships make us feel. ▪ Describe what makes a relationship unhealthy. ▪ Identify who to talk to if worried and require support. 	<p>Lesson 1 – acceptable touch - keeps you safe and is good for you and makes you feel cared for and important like a hug or a handshake. unacceptable touch – makes you feel uncomfortable, invades your personal space when you don’t want them too. trusted adult – someone you can speak to you if you feel unsafe or need help. personal space – the area close to your body, the space belonging to you.</p> <p>Lesson 2 - relationship – a connection between people. healthy – good for you. unhealthy – not good for you. qualities – what makes a person or thing who or what they are e.g. kind, thoughtful, gentle etc. constitutes – what makes something up.</p> <p>Lesson 3 – relationship – a connection between people. equal – treating everyone the same. respect – to show consideration for others and their views. collaboratively – working well together to achieve something.</p>	
Substantive	Disciplinary									
<ul style="list-style-type: none"> ▪ Know about privacy and personal boundaries and what is appropriate in friendships and wider relationships (including online). ▪ Know what acceptable and unacceptable contact is. ▪ Know what is meant by personal space. ▪ Know strategies to respond to unwanted physical contact. ▪ Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties). ▪ They will understand how to develop positive relationships. ▪ Know that healthy friendships make people feel included. ▪ Know strategies for how to include others who may feel lonely or excluded. ▪ Know about what respect means and the importance of treating each other with respect. ▪ Understand the importance of respecting other people’s feelings. ▪ Understand the meaning of respect in relationships and the importance of working with others collaboratively. 	<ul style="list-style-type: none"> ▪ Recognise that everyone, including them, should expect to be treated politely and with respect by others in school and in wider society. ▪ Consider and list reasons why touch is important. ▪ Recognise different types of physical contact and sort different types of physical contact into appropriate and inappropriate. ▪ Consider types of touch they like / dislike. ▪ Practise how to respond to unwanted contact. ▪ Recognise what a healthy relationship looks like. ▪ Identify what skills are required to maintain a relationship. ▪ Identify the qualities that make a great friend. ▪ Describe how healthy relationships make us feel. ▪ Describe what makes a relationship unhealthy. ▪ Identify who to talk to if worried and require support. 									

		<ul style="list-style-type: none"> ▪ Recognise when others may feel lonely or excluded. ▪ Listen to others and respond or challenge other views appropriately. 	
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Content Map

	Lesson 1	Lesson 2	Lesson 3
Learning Objective	<ul style="list-style-type: none"> • Know about privacy and personal boundaries; what is appropriate in friendships and wider relationships. • Know what acceptable and unacceptable contact is. • Know strategies to respond to unwanted physical contact. 	<ul style="list-style-type: none"> • Know what constitutes a positive healthy friendship. • Know that healthy friendships make people feel included. • Recognise when others may feel lonely or excluded and know strategies for how to include them. 	<p>Know what constitutes a positive healthy friendship.</p>
New Knowledge	<p>PSHE KS2 prog. of study: R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>2020 Statutory Relationships education – Being Safe:</p> <ul style="list-style-type: none"> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact. - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	<p>PSHE KS2 prog. of study: R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to- face relationships.</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>2020 Statutory Relationships education Families and people who care for me:</p> <ul style="list-style-type: none"> - that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Caring friendships:</p>	<p>PSHE KS2 prog of study: R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties).</p> <p>2020 Statutory Relationships Education - Caring friendships:</p> <ul style="list-style-type: none"> - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

		<ul style="list-style-type: none"> - how important friendships are in making us feel happy and secure, and how people choose and make friends. - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 	
Retrieval	List 3 examples of unacceptable contact.	Name 3 ingredients to a positive healthy friendship	Explain what the word 'respect' means.
You Do Task	My own Personal Space diagram	Qualities of a friend. Sort the relationship cards	Reflect on scenarios. What is the right thing to do?
Assessment	Identifying what is 'acceptable touch' and what is 'unacceptable touch'. Knowing what to say and do if unacceptable touch occurs	Understanding how to make, build and maintain friendships.	Identify what is fair and unfair in specific scenarios
Resources	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Read this unit plan. - Upload Pupil resources. <p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Have already set up a private class question box. - Amend Slide 16 to make more relevant to your Academy by adding perhaps photos of staff or deleting some of the professionals/ organisations suggested. <p>Further resources: Alberta Health Services have this free lesson and may also offer useful ideas for developing activities on the topic of touch. link</p> <p>The NSPCC have a range of lessons and resources called PANTS.</p> <p>PSHE Association statutory RSHE explained and parental engagement free resources. https://pshe-association.org.uk/guidance/ks1-4/statutory-rshe</p>	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Have already set up a private class question box. - Read this unit plan. - Upload Pupil resources. - Amend Slide 12 to make more relevant to your Academy by adding perhaps photos of staff or deleting some of the professionals/organisations suggested. - Print off (and where appropriate cut up) resource sheet – sorting cards. <p>Further resources: PSHE Association statutory RSHE explained and parental engagement free resources. https://pshe-association.org.uk/guidance/ks1-4/statutory-rshe</p>	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Have already set up a private class question box. - Read this unit plan. - Upload Pupil resources. - Amend Slide 14 to make more relevant to your Academy by adding perhaps photos of staff or deleting some of the professionals/ organisations suggested. - Watch BBC clip (2.55mins) PSHE KS1/KS2: What's fair? - BBC Teach <p>Further resources: PSHE Association statutory RSHE explained and parental engagement free resources. https://pshe-association.org.uk/guidance/ks1-4/statutory-rshe</p>

Year 4

Term: Summer 1

Subject	PSHE	Year Group	4	Unit title	Relationships	
		<ul style="list-style-type: none"> ▪ Character: Children will understand about respecting the differences and similarities between people and recognise what they have in common with others. ▪ Competence: Children will know about the importance of keeping clean and how to maintain personal hygiene especially during puberty. ▪ Community: Children will be able to recognise common stereotypes and know strategies for challenging those stereotypes. 				
SMSC Links		<p>Spiritual - Pupils reflect on their own feelings and learn to understand how their actions affect others. They develop empathy, selfawareness, and the ability to value positive relationships.</p> <p>Moral - Pupils explore right and wrong in friendships and family relationships, including honesty, kindness and fairness. They learn about consequences of behaviour and how to manage disagreements respectfully.</p> <p>Social - Pupils develop cooperation, teamwork, communication and conflictresolution skills. They learn how to build healthy friendships, respect differences, and include others in social situations.</p> <p>Cultural - Pupils learn that families and relationships can vary across different cultures and communities. They develop respect for diversity, challenge stereotypes, and understand that people express care and connection in different ways.</p>			British Values	<p>Mutual respect and tolerance,</p> <p>Individual liberty</p>
Previous Core Knowledge		New Core Knowledge (bold are non-negotiables)			Core Vocabulary	
Year 3 Unit 5 <p>Know about privacy and personal boundaries; what is appropriate in friendships and wider relationships.</p> <p>Know what acceptable and unacceptable contact is.</p> <p>Know strategies to respond to unwanted physical contact.</p> <p>Know what constitutes a positive healthy friendship.</p> <p>Know that healthy friendships make people feel included.</p>		Substantive <ul style="list-style-type: none"> • Know about personal identity and what contributes to who we are. • Know about respecting the differences and similarities between people and recognise what we have in common with others. • Know what diversity means. • Know about the important benefits of living in a diverse community and celebrating 		Disciplinary <ul style="list-style-type: none"> • Identify how we are the same in some ways to some and different to others. • Recognise diversity in their community. • Describe different groups to which they are part of in our communities. • Demonstrate respect for difference and communicate this to others. • Recognise common stereotypes. 	Lesson 1- <p>beliefs – a strong opinion about something.</p> <p>chromosome - a part found in the cells of all plants and animals. Chromosomes contain genes which pass on physical characteristics from parent to offspring</p> <p>gene- a tiny section of a chromosome. A gene causes a particular characteristic, such as eye colour or hair colour, to be passed on from parent to their children.</p>	

Recognise when others may feel lonely or excluded and know strategies for how to include them.

Know what constitutes a positive healthy friendship.

diversity within our community.

- Know that different things contribute to their identity.
- **Know strategies for challenging stereotypes.**
- **Learn about the outside changes that happen to their body during puberty.**
- Learn about the changes that happen to their bodies as they grow up into adults.
- Know how the human body differs for boys, girls, men and women.
- Begin to understand how the process of puberty relates to human reproduction.
- **Know about the importance of keeping clean and how to maintain personal hygiene especially during puberty.**
- Recognise the importance of why they need to keep clean throughout puberty.

- Explain what 'stereotype' and 'discrimination' means.
- Identify simple gender stereotypes.
- **Explain how stereotypes can negatively influence behaviours and attitudes towards others.**
- Reflect how they feel about difference.
- Practise challenging stereotypes they hear.
- Remember and recall the names of the external genitalia for boys and girls.
- Label the main parts of the human body.
- Describe the key body changes when boys and girls become adults.
- Explain key steps required to maintain personal hygiene into adulthood.
- Identify who they feel they can approach to talk to about puberty.

origins – the point or place from which something comes OR parents/ancestors.

diversity – the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations.

custom – a way of doing things.

Lesson 2

reflect – to think about something that has happened.

challenge – to question if something is right.

stereotype – a fixed belief about a group of people which may or may not be true.

discrimination – treating someone unfairly because of prejudice.

prejudice – an opinion that is formed without knowing all the facts.

Lesson 3 –

pubic hair – hair that grows above the vagina and around the penis and testicles.

period - this is when a female bleeds from her vagina. This is normal, last several days and is part of the female reproductive cycle.

menstruation – another name for periods.

puberty – when a person's body begins to mature and develop into and adults.


hygiene - the practice of keeping clean to stay healthy and prevent disease.

Content Map

	Lesson 1	Lesson 2	Lesson 3
Learning Objective	<ul style="list-style-type: none"> Know about personal identity and what contributes to who we are. Know what diversity means, the benefits of living in a diverse community and about valuing diversity within our community. 	<ul style="list-style-type: none"> Know how stereotypes can negatively influence behaviours and attitudes towards others. Know strategies for challenging stereotypes. 	<ul style="list-style-type: none"> Learn about the outside changes that happen to my body during puberty. Know about the importance of keeping clean and how to maintain personal hygiene especially during puberty.
New Knowledge	<p>PSHE KS2 prog. of study:</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>	<p>KS2 PSHE prog. of study:</p> <p>L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>2020 Statutory Relationships education - Respectful relationships:</p> <p>- what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>PSHE KS2 prog of study:</p> <p>H30. identify the external genitalia in males and females and how the process of puberty relates to human reproduction.</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p>2020 Statutory Relationships education -</p> <p>Changing adolescent body:</p> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>

	<p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>2020 Statutory Relationships education – Families and people who care for me:</p> <p>- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Respectful relationships:</p> <p>- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>		
Retrieval	List 3 ways you can be different to your friend.	Give examples of differing stereotypes.	List 3 reasons why personal hygiene is important.
You Do Task	What groups am I a part of?	What words or phrases do you think of when you hear 'man' or 'woman'?	Name the body parts
Assessment	Pupils are able to give an understanding of what 'diversity' means.	Pupils to discuss what they can do to challenge gender stereotyping	Pupils can explain what changes happen to both males and females bodies when they become adults.

Resources	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Read this unit plan. - Upload Pupil resources. - Amend slide 9. You will need to insert pictures of the city your Academy is in on slide 9. - Decide how pupils will record their independent task (slide 15). If needed print off or upload to Showbie the puzzle piece sheet. <p>Further resources:</p> <p>School Diversity Week Resources by Just Like Us.</p> <p>Stonewall 'Different Families, Same Love' Resources.</p> <p>Diversity Role Model Sign up for free resources.</p>	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Read this unit plan. - Upload Pupil resources. - Upload or print off the story of Adam and Alisha's day (slides 8-11) - Print off and cut up the scenarios for activity on slide 19. <p>Further resources:</p> <p>Equality and Human Rights Commission – Learning Area 3 – https://archive.equalityhumanrights.com/en/file/6746/download?token=eBjTCxAu</p> <p>archive lesson available until after spring 2024</p>	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Have already set up a private class question box. - Read this unit plan - Amend Slide 19 to make more relevant to your Academy by adding perhaps photos of staff or deleting some of the professionals/organisations suggested. - Upload Pupil resources. - Post-it notes. <p>Further resources:</p> <p>Child friendly online information https://www.sheffieldchildrens.nhs.uk/services/school-nursing/puberty/</p> <p>TES: https://www.tes.com/d7/period-education-betty-for-schools</p> <p>Please note Betty for schools' link does not work but TES have other resources here too.</p> <p>PSHE Association RSE Resource – Year 4/5 – Lesson 1 & 3 - Time to Change & Personal hygiene, <i>if you are a member.</i></p>
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Subject	PSHE	Year Group	5	Unit title	Relationships	
		<ul style="list-style-type: none"> ▪ Character: Children will understand the importance of privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). ▪ Competence: Children will know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). ▪ Community: Children will know where to get advice and report concerns if worried about my own or someone else's personal safety (including online). 				
<p>SMSC Links</p>		<p>Spiritual: self-reflection, empathy, valuing others Moral: fairness, responsible choices, understanding consequences Social: communication, teamwork, conflict resolution, appreciating diversity Cultural: respecting different families, cultures, and relationship norms</p>			<p>British Values</p>	<p>Mutual respect and tolerance, Democracy, Rule of law, Individual liberty</p>
<p>Previous Core Knowledge</p>		<p>New Core Knowledge (bold non-negotiable)</p>			<p>Core Vocabulary</p>	
<p><u>Year 4 Unit 5</u> Know about personal identity and what contributes to who we are.</p> <p>Know what diversity means, the benefits of living in a diverse community and about valuing diversity within our community.</p> <p>Know how stereotypes can negatively influence behaviours and attitudes towards others.</p> <p>Know strategies for challenging stereotypes.</p> <p>Learn about the outside changes that happen to my body during puberty.</p> <p>Know about the importance of keeping clean and how to maintain personal hygiene especially during puberty.</p>		<p>Substantive</p> <ul style="list-style-type: none"> ▪ Know that families of all types can give family members love, security and stability. ▪ Understand that a feature of positive family life is caring relationships. ▪ Know that a feature of positive family life is caring relationships; about the different ways in which people care for one another. ▪ Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents). ▪ Learn that families of all types can give family members love, security and stability. ▪ Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. ▪ Learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). ▪ Know strategies to respond to unwanted physical contact. 		<p>Disciplinary</p> <ul style="list-style-type: none"> ▪ Explain the right to privacy and where on their body is private. ▪ Recognise that their body belongs to them and recall how to protect their bodies. ▪ Discuss the difference between good and worry secrets. ▪ Identify who to approach for help if they were worried. ▪ Define what puberty is. ▪ Describe how children change into adults so that they are able to reproduce. ▪ Identify some similarities in the changes for males and females during puberty. ▪ Identify the external genitalia and internal reproductive organs in males and females. ▪ Understand how the process of puberty relates to human reproduction. ▪ List physical and emotional changes that happen to boys and girls during puberty. ▪ Explain the steps required to look after their bodies during puberty and how to manage their personal hygiene. 	<p>relationship – a connection between people. Secret - kept from being seen or known by others; private. excluded - to leave out; keep out. included - to have or contain as a part. wanted – should or need to do something. unwanted – not wanted. appropriate – right for the purpose. safe touch – touch to an appropriate part of your body.</p> <p>Lesson 2- puberty – the time where adolescents become capable of reproduction. reproduction - the way by which living things create young or offspring. hormones - a substance made by certain cells in the body. Hormones help control body processes such as growth. semen - the fluid that sperm is contained in. wet dream - the involuntary ejaculation (releasing) of semen during sleep.</p>	

- **Learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.**
- **Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).**
- **Know about puberty and what it means to grow into an adult.**
- **Know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).**
- **Know the importance of keeping clean and how to maintain personal hygiene.**
- **Know where to get more information, help and advice about growing and changing, especially about puberty.**
- Learn what FGM stands for.
- **Know what FGM is.**
- Know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.
- Know that their body belongs to them and recall how to protect their body.

- Understand how hygiene routines change during the time of puberty.
- Understand there is much about puberty that is completely out of their control but there are also things they can control.
- Identify changes that they can control as they grow into an adult.
- Give advice or words of support that they could offer if a friend has a particular worry or concern about a change that occurs in puberty.
- Describe how periods affect girls both physically and emotionally.
- Discuss how personal hygiene is even more important when a girl is having her period.
- Describe how females maintain hygiene during menstruation (having a period).
- Describe how periods affect girls both physically and emotionally.
- Identify who they may give permission to touch us. e.g. holding a parent's hand as we cross a road, a nurse or doctor if we were poorly.
- Label the main parts of the female reproductive organs including external genitalia.

reproductive organ – the tissues, glands and organs involved in producing children.
testosterone – a hormone produced by the human body.
oestrogen - one of the main female sex hormones.
personal hygiene – behaviours that must be practised in daily life to protect our health.

Lesson 3 -
puberty – the time where adolescents become capable of reproduction.
ovaries – where the ova (eggs) are stored and released from.
ovum – an egg produced by females and stored in her ovaries.
ova - is the plural of ovum.
menstruation – another name for periods. This is when a female bleeds from her vagina. This is normal, last several days and is part of the female reproductive cycle.
uterus - also called the womb, is a muscular bag which has a soft lining. The uterus is where a baby would develop/ grow until its birth.
vagina - is a muscular tube that leads from the cervix to the outside of the female body.
cervix - is a ring of muscle at the lower end of the uterus.
reproductive organ – the tissues, glands and organs involved in producing children.
personal hygiene – behaviours that must be practised in daily life to protect our health.

Lesson 4 –
FGM (Female Genital Mutilation) - A harmful and illegal practice where parts of a girl's genitals are cut or injured.
Illegal - Against the law. FGM is illegal

			<p>in the UK.</p> <p>Law - Rules that protect people and keep them safe.</p> <p>Rights - Things every person is entitled to—like the right to be safe and the right to have their body protected.</p> <p>Private Body Parts - Parts of the body that belong only to you and must not be touched, hurt, or changed by anyone without your permission.</p> <p>Trusted Adult / Safe Adult - A grown-up you can talk to if you are worried (e.g., teacher, parent, carer, school nurse).</p> <p>Safety / Keeping Safe - Knowing what to do to protect yourself from harm and knowing who to go to for help.</p> <p>Harm - Anything that hurts your body or your feelings.</p>
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Content Map

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Objective	<ul style="list-style-type: none"> Recognise that families of all types can give family members love, security and stability. Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. Know about keeping something confidential or secret, when this should or should not be agreed to and when it is right to break a confidence or share a secret. 	<ul style="list-style-type: none"> Recognise that families of all types can give family members love, security and stability. Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. Know about keeping something confidential or secret, when this should or should not be agreed to and when it is right to break a confidence or share a secret. 	<ul style="list-style-type: none"> Know about puberty and what it means to me. Identify the external genitalia and internal reproductive organs in males and females. The importance of keeping clean, during the time of puberty and how to maintain personal hygiene. 	Know what Female Genital Mutilation (FGM) is.
New Knowledge	<p>PSHE KS2 prog. of study:</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types</p>	<p>KS2 PSHE prog. of study:</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts</p>	<p>PSHE KS2 prog of study:</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the</p>	<p>PSHE KS2 prog of study:</p> <p>H46. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>R22. about privacy and personal boundaries; what is appropriate in</p>

can give family members love, security and stability.
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online).

2020 Statutory Relationships education:

Families and people who care for me:
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- how to recognise if family relationships are making them unhappy or unsafe, and how to seek help or advice from others if needed.

Being Safe:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

about the menstrual cycle and menstrual wellbeing, erections and wet dreams).
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.
H34. about where to get more information, help and advice about growing and changing, especially about puberty.

2020 Statutory Relationships education -

Changing adolescent body:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

menstrual cycle and menstrual wellbeing, erections and wet dreams).
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.
H34. about where to get more information, help and advice about growing and changing, especially about puberty.

Statutory Physical Health and Mental Wellbeing:

Changing adolescent body:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

friendships and wider relationships (including online).
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online).

2020 Statutory Relationships education: Being Safe:


- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

	- how to report concerns or abuse, and the vocabulary and confidence needed to do so.			
Retrieval				
You Do Task	<p>How does my family/carers care for me?</p> <p>Jamie's Story.</p> <p>Appropriate touch</p>	<p>Changes -</p> <p>Children to write down on your Showbie slides all the changes that they can think of for girls, boys, and changes that happen to both boys and girls</p> <p>As a group - Physical and emotional changes.</p>	<p>Children to circle in red the events they are not looking forward to or are concerned about then green circle the things they are looking forward to.</p> <p>Changes through puberty</p> <p>- Children to label the bodies by explaining the changes that happen through puberty for girls and boys.</p>	<p>Answer questions in pairs / groups (Questions 1-3 LA and Questions 4-6 MA/HA)</p> <p>Answers are on slides 11-12</p> <p>Design a poster linking all of their learning from the past 4 lessons – 'what a positive relationship looks like to me'. Some 9 Habits are listed on the example poster</p>
Assessment				
Resources	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Have already set up a private class question box. - Read the unit plan. - Upload Pupil resources. - Decide how your class will record in slide 12 activity. Either use PD, print off or upload Jamie's story puzzle. - Decide how your class will record in slide 20 activity. Either use PD, print off or upload acceptable/unacceptable touch resource sheet. - Amend slide 25 to reflect your Academy. You could add photos of relevant staff as well as add of remove professional/organisations. <p>Further resources:</p> <p>The NSPCC has a range of relevant and useful resources on sex and relationships. https://www.nspcc.org.uk/keeping-children-safe/</p> <p>PSHE Association statutory RSHE explained and parental engagement free resources. https://pshe-association.org.uk/guidance/ks1-4/statutory-rshe</p> <p>(if you are a member) PSHE association: Medway / PSHE Association RSE Resource – YR 6 – Lesson 3 – Positive and Healthy Relationships.</p>	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Have already set up a private class question box. - Familiarise yourself with the vocabulary required in this lesson. - Read the unit plan - Upload Pupil Deck to Showbie. - Amend slide 21 to reflect your Academy. You could add photos of relevant staff as well as add of remove professional/organisations. <p>Further resources:</p> <p>NHS information for teachers https://www.nhs.uk/conditions/early-or-delayed-puberty/#:~:text=Signs%20of%20puberty%20include%20girls,the%20average%20age%20is%2012.</p> <p>NHS Wales information for signs of puberty: https://111.wales.nhs.uk/Puberty/</p> <p>Child and parent friendly leaflet on puberty by the NHS https://www.nhs.uk/livewell/puberty/documents/4youmarch2010nonprinting.pdf</p> <p>PSHE Association statutory RSHE explained and parental engagement free resources. https://pshe-association.org.uk/guidance/ks1-4/statutory-rshe</p> <p>(If you are a member) The PSHE Association RSE Resource</p>	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Have already set up a private class question box. - Ensure you know the policy and procedures that support any girls in your Academy when having a period. - Familiarise yourself with the vocabulary required in this lesson. - Read the unit plan - Watch the Newsround short animation on periods (slide 14) https://www.youtube.com/watch?v=KJkRh5fMV9Q - Upload Pupil resoures. <p>Further resources:</p> <p>TES https://www.tes.com/d7/period-education-betty-for-schools Please note Betty for schools link does not work but TES have other resources here too.</p> <p>NHS has further information for teachers - https://www.nhs.uk/conditions/early-or-delayed-puberty/#:~:text=Signs%20of%20puberty%20include%20girls,the%20average%20age%20is%2012.</p> <p>NHS Wales information for signs of puberty: https://111.wales.nhs.uk/Puberty/</p> <p>PSHE Association statutory RSHE explained and parental engagement free resources.</p>	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Read the unit plan - Familiarise yourself with the vocabulary required in this lesson. - Upload Pupil resources. - Post it notes - Look up some of the organisations on slide 22. Research how they can help to highlight those appropriate to your cohort for the activity on slide 21. - Upload to Showbie or print off Helping Setta sheet. <p>Further resources:</p> <p>The NSPCC has a range of lessons and resources called PANTS.</p> <p>Learning about Human Rights in the Primary School – Universal Declaration of Human Rights and UN Convention on the Rights of the Child.</p>

	<p>The NSPCC have a range of lessons and resources called PANTS.</p>	<p>Yr 4/5 – Lesson 2 – Menstruation and Wet Dreams https://pshe-association.org.uk/search?queryTerm=relationships+and+sex+education</p> <p>Sex Education Forum - Puberty</p>	<p>https://pshe-association.org.uk/guidance/ks1-4/statutory-rshe</p> <p>(If you are a member) The PSHE Association RSE Resource Yr 4/5 – Lesson 2 – Menstruation and Wet Dreams https://pshe-association.org.uk/search?queryTerm=relationships+and+sex+education</p> <p>Sex Education Forum - Puberty</p>	
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Year 6

Term: Summer 1

Subject	PSHE	Year Group	6	Unit title	RSE	
		<ul style="list-style-type: none"> ▪ Character: Children will understand about how responsibilities, rights and duties are part of my life now and how they will change in the future. ▪ Competence: Children will know about the processes of reproduction and birth as part of the human life cycle. ▪ Community: Children will be able to recognise that a feature of positive family life is caring relationships and know about the different ways in which people care for one another. 				
SMSC Links		<p>Spiritual: Reflection on personal growth and development. Exploring the meaning and value of love and commitment. Appreciating life, birth, and human connection.</p> <p>Moral: Understanding responsibilities and the consequences of choices. Identifying what is right and wrong in the context of relationships and consent. Considering ethical aspects of relationships, reproduction, and family life.</p> <p>Social: Preparing for social changes in new settings and learning environments. Understanding different relationship structures and respectful interaction. Understanding the dynamics of committed relationships and family responsibilities.</p> <p>Cultural: Adapting to different expectations and environments within school culture. Recognising different cultural traditions around marriage and family life. Learning about different family setups and cultural perspectives on reproduction and parenting.</p>			British Values	Mutual respect and tolerance, Rule of law, Individual liberty
Previous Core Knowledge		New Core Knowledge			Core Vocabulary	
<u>Year 5</u> Recognise that families of all types can give family members love, security and stability. Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.		Substantive <ul style="list-style-type: none"> ▪ Know about the new opportunities and responsibilities that increasing independence may bring. ▪ Learn about how responsibilities, rights and duties are part of their lives now and how they will change in the future. ▪ Know strategies to manage transitions between classes and key stages. 		Disciplinary <ul style="list-style-type: none"> ▪ Name responsibilities they have at school and at home. ▪ Describe how it feels when they act responsibly. ▪ Identify how as we grow and change, we have increased independence and responsibilities. ▪ Name some of the responsibilities they may have as they get older. 	Lesson 1: Responsibility: being trusted to do something and making sure you do it properly. It's about taking care of tasks, people, or things and owning the choices you make. Relationship: the way two or more people connect with each other. This could be friendships, family connections, or how you get along and work with others. Future: the time that has not happened yet. It includes your hopes, plans, and the things you might do or experience as	

<p>Know about keeping something confidential or secret, when this should or should not be agreed to and when it is right to break a confidence or share a secret.</p>	<ul style="list-style-type: none"> Know about the new opportunities and responsibilities that increasing independence may bring. Know strategies to manage transitions between classes and key stages. Know that a loving relationship might result in marriage or civil partnership as a legal declaration of commitment, which is intended to be lifelong. 	<ul style="list-style-type: none"> List different responsibilities to different stages in life. Consider why they have more responsibilities as I grow older. Explore how they feel about transitioning to secondary school. Identify the reasons why transition may be challenging. 	<p>you grow older. Transition: a change from one situation to another. For example, moving from Year 6 to secondary school is a transition because you're moving into a new stage of life.</p>
<p>Know about puberty and what it means to me.</p>	<ul style="list-style-type: none"> Understand that people who love and care for each other can be in a committed relationship, living together, but may also live apart. 	<ul style="list-style-type: none"> Provide some examples of how to cope with transition to secondary school. 	<p>Lesson 2: marriage – the state of two people being joined by law having pledged to be faithful to one another.</p>
<p>Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p>	<ul style="list-style-type: none"> Know what a 'forced marriage' is. Know that forcing anyone to marry against their will is a crime. Know that help and support is available to people who are worried about forced marriage, for themselves or others. Know that a feature of positive family life is caring relationships. Know about the different ways in which people care for one another. Understand what it means to give consent and how both adults should freely agree, feel comfortable about having a sexual relationship. 	<ul style="list-style-type: none"> Identify different strategies that may help with this change. Identify the positive qualities and expectations for different relationships. Describe different types of relationship, including marriage. Explain the similarities and differences between friendships and romantic relationships. Define forced marriage. Write down how a loving couple may express their love and commitment to each other. 	<p>relationship – the state of being related or connected. civil partnership – a formal legal relationship between partners who will acquire the status of civil partner. This grants rights, responsibilities and obligations similar to those of married couples.</p>
<p>Know about puberty and what it means to me.</p>	<ul style="list-style-type: none"> Understand what it means to give consent and how both adults should freely agree, feel comfortable about having a sexual relationship. 	<ul style="list-style-type: none"> Explain the similarities and differences between friendships and romantic relationships. 	<p>forced marriage – when either one or both people in a marriage have not given consent or are unable to consent to the union. It is not the same as arranged marriage. A forced marriage is illegal.</p>
<p>Identify the external genitalia and internal reproductive organs in males and females.</p>	<ul style="list-style-type: none"> Know about the processes of reproduction and birth as part of the human life cycle. Learn about human reproduction. Know that it requires an ovum (egg) and sperm for fertilisation to occur and to begin the process of conception. Know how babies are conceived. 	<ul style="list-style-type: none"> Explain what sexual intercourse is and identify that this may be one part of an intimate relationship between consenting adults. Identify things that adults may need to consider before having a baby. Name the male and female body parts associated with conception and pregnancy. Explain that a baby is made when a sperm (male) meets an egg 	<p>arranged marriage – when a couple are decided to wed by people other than themselves but has the consent of both people. intimate – very personal or private.</p>
<p>The importance of keeping clean, during the time of puberty and how to maintain personal hygiene.</p>	<ul style="list-style-type: none"> Know about the processes of reproduction and birth as part of the human life cycle. Learn about human reproduction. Know that it requires an ovum (egg) and sperm for fertilisation to occur and to begin the process of conception. Know how babies are conceived. 	<ul style="list-style-type: none"> Identify things that adults may need to consider before having a baby. Name the male and female body parts associated with conception and pregnancy. Explain that a baby is made when a sperm (male) meets an egg 	<p>Lesson 3: ovum – an egg produced by females and stored in her ovaries. consent – asking for permission or giving permission.</p>
<p>Know what Female Genital Mutilation (FGM) is.</p>	<ul style="list-style-type: none"> Know about the processes of reproduction and birth as part of the human life cycle. Learn about human reproduction. Know that it requires an ovum (egg) and sperm for fertilisation to occur and to begin the process of conception. Know how babies are conceived. 	<ul style="list-style-type: none"> Identify things that adults may need to consider before having a baby. Name the male and female body parts associated with conception and pregnancy. Explain that a baby is made when a sperm (male) meets an egg 	<p>sperm – male reproductive cells semen- the fluid that sperm is contained in. uterus - also called the womb, is a muscular bag which has a soft lining.</p>

		<p>/ovum (female) and then the fertilised egg settles into the lining of the uterus/womb (female).</p> <ul style="list-style-type: none"> Describe what pregnancy is, where a baby grows and develops and how long pregnancy takes in a human. Order the stages of conception and fertilisation. 	<p>The uterus is where a baby would develop/ grow until its birth. cervix - is a ring of muscle at the lower end of the uterus. sexual intercourse – physical sexual contact between individuals that involves the genitalia. ejaculation- releasing of semen from the penis. IVF -In vitro fertilisation (IVF) is one of several techniques available to help people with fertility problems have a baby. During IVF, an egg is removed from the woman's ovaries and fertilised with sperm in a laboratory. The fertilised egg, called an embryo, is then returned to the woman's womb to grow and develop. foetus – unborn baby</p>
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Content Map

	Lesson 1	Lesson 2	Lesson 3
Learning Objective	<ul style="list-style-type: none"> Know about the new opportunities and responsibilities that increasing independence may bring. Know strategies to manage transitions between classes and key stages. 	<ul style="list-style-type: none"> Know that a loving relationship might result in marriage or civil partnership as a legal declaration of commitment, which is intended to be lifelong. Know what a 'forced marriage' is. Understand that people who love and care for each other can be in a committed relationship, living together, but may also live apart. 	<ul style="list-style-type: none"> Know about the processes of reproduction and birth as part of the human life cycle. Know how babies are conceived.
New Knowledge	<p>PSHE KS2 prog. of study: H35. about the new opportunities and responsibilities that increasing independence may bring.</p>	<p>KS2 PSHE prog. of study: R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care</p>	<p>PSHE KS2 prog of study: H30. to identify the external genitalia</p>

	<p>H36. strategies to manage transitions between classes and key stages.</p>	<p>for each other, which is intended to be lifelong.</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>2020 Statutory Relationships Education:</p> <p>Families and people who care for me:</p> <p>- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</p>	<p>and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p> <p>2020 Statutory Health Education:(and Science)</p> <p>The changing adolescent body (including puberty):</p> <ul style="list-style-type: none"> • The changing adolescent body (including puberty). • Basic knowledge of human reproduction as part of the human life cycle. <p>Science Curriculum (Statutory):</p> <ul style="list-style-type: none"> • Describing the life process of reproduction in some animals, including humans. • Recognising the stages in the human life cycle, including birth
Retrieval			
You Do Task	<p>Pupils are to use the cognitive map to list responsibilities that we have the older we get.</p> <p>Pupils are to now use the timeline to list the responsibilities they have</p>	<p>Think about all of the relationships you have with other people.</p> <p>Identify positive characteristics of a relationship</p>	<p>- Complete the quiz independently then reveal answers with them.</p> <p>Children to put the cards on next two slides in order 1-8. Number the cards on Showbie.</p>

	<p>from when they are younger and how these change as they get older.</p> <p>Transition – How do you feel about moving to secondary school?</p>	<p>What would be in your ingredients for a loving relationship?</p>	
<p>Assessment</p>			
<p>Resources</p>	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Read the unit plan. - Upload Pupil resources. - Decide how you want the class/pupils to use L1 resource identifying responsibilities at different ages. Either print off or upload sheet to Showbie or leave on PD. - post-it notes or small pieces of paper (half A4) one per child. - Decide how you want to organise the activity on slide 18. - Amend slide 20 to reflect your Academy. You could add photos of relevant staff as well as add or remove professional/organisations. <p>Further resources:</p> <p>(If you are a member) Medway / PSHE Association RSE Resource YR 6 Lesson 2 – Change and Becoming Independent</p>	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Have already set up a private class question box. - Read the unit plan - Upload Pupil resources. - Watch animation (1:22 mins) https://youtu.be/MY7BhF-f96M - Decide how you want pupils to record slide 15 task. Then either use PD for slide 15 or print or upload Y6 T5 U5 L2 resource – differences and similarities between friendships and romantic relationships to Showbie. <p>Further resources:</p> <p>Sign up for free KS2 forced marriage lesson https://freedomcharity.org.uk/forced-marriage/</p> <p>Further educational resources recommended by Amnesty International on forced marriage here.</p>	<p>For this lesson you will need to:</p> <ul style="list-style-type: none"> - Have already set up a private class question box. - Read the unit plan. - Familiarise yourself with the vocabulary required in this lesson. - Upload Pupil resources. - Decide how you want the class/pupils to use L3 resource – conception ordering cards (slides 22 and 23). Either print off or upload sheet to Showbie or leave on PD. <p>Further resources:</p> <p>PSHE Association statutory RSHE explained and parental engagement free resources. https://pshe-association.org.uk/guidance/ks1-4/statutory-rshe</p> <p>PSHE association has free teacher guidance on teaching consent. https://fs.hubspotusercontent00.net/hubfs/20248256/Guidance/Documents/Teaching%20about%20consent%20-%20teacher%20guidance.pdf?hsCtaTracking=ff60c667-bdf9-46d2-93c1-62986c000924%7Cc388c8eb-7b52-4d5e-9cab-c502e76a3523</p> <p>(If you are a member) PSHE Association have a lesson Medway / PSHE Association RSE Resource – YR 6 – How a baby is made.</p>

		<p>PSHE Association statutory RSHE explained and parental engagement free resources</p>	
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<https://pshe-association.org.uk/guidance/ks1-4/statutory-rshe>