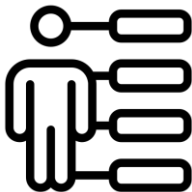



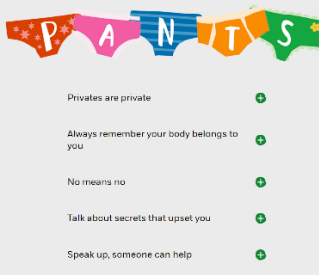




EYFS/ KS1



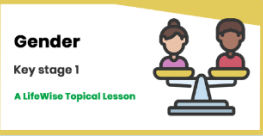



Reception


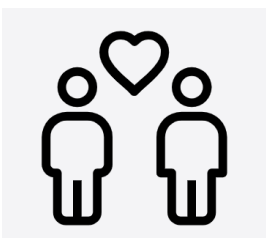
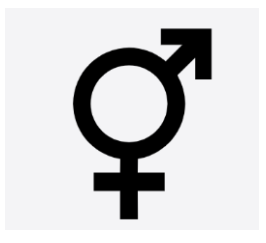
Year 1

Theme	Body Parts	NSPCC- Pantosaurus	My Special People (Medway)	Consent (Lifewise)
Area of Learning				
PSHE (All NC subject content covered)	<p>Pupils should be taught: To know and be able to name parts of the body. To understand which parts of our bodies are private. To begin to understand the PANTS rules to keep us safe.</p>	<p>Pupils should be taught:</p>  <p>To understand the PANTS rules. To understand the difference between good touch and bad touch. To understand that we shouldn't be asked to keep secrets about touch.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify our own special people • explain what makes them special to us and why they are important in our lives • describe the different ways our special people care for us • recognise how we can care for them in return 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -to understand what consent is -to understand that they have the right to make choices about what happens to them -to know how to find out if you have consent (ask for consent, listen to the answer) -to know who your 'trusted adults' are
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>Phase 1: Tell the children that today we are going to be talking about our bodies and learning about something called the PANTS rule. We are going to be learning about what parts of our bodies are private. Choose a child and draw around them to create a map of the body. Ask the children if they know which parts of the body are private? What does the word 'private' mean? Show the children some labels for the body and read these together. Ask the children if they can help to label the body by placing these words in the correct place. Show the children the words 'penis' and 'vagina'. Does anyone know where these are? Are these 'private'? Demonstrate to the children designing a pair of pants to wear and place these on our body map to cover our private area. Show the children the PANTOSAURUS song and then ask them what they thought of it? What does it mean?</p> <p>Talk PANTS & Join Pantosaurus - The Underwear Rule NSPCC</p>		<p>RSE SOW YEAR 1 AND YEAR 2</p> <p>Phase 1: My Special People (Medway) Read the story 'Grandfather and I' or watch the video Grandfather and I, read by Shawn Copeland for TTLM "Read Aloud" - Bing video</p> <ul style="list-style-type: none"> -Make a spider-gram of special people on the flipchart (using the central character in the story as an example). -Pupils repeat activity referring to their own special people. -Pupils write about someone who is special to them -Pupils complete a grid to explain how special people can care for each other -Each pupil contributes a word, picture or symbol to create a class graffiti board about their special people. -Pupils finish a sentence starter: A special person is... 	

	<p>Phase 2: Look at and read the PANTS rules. As a class discuss the difference between appropriate/'good' touch, and inappropriate/'bad' touch. Explain that touch can be good, bad or unwanted. Move on to a teacher-led discussion about positive and negative feelings linked to 'good' touch/'bad' touch. Say that 'good' touch should make you feel positive – like hugs and kisses from family members. Talk about why people might touch you:</p> <ul style="list-style-type: none"> • to show affection (hugs, kisses, cuddles) • to keep you safe (holding your hand when you cross the road) • if you're ill or hurt (doctors and nurses). <p>Then talk about touch which maybe doesn't feel good but is necessary such as:</p> <ul style="list-style-type: none"> • grabbing you to stop you running into a busy road, or other danger • examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present). <p>Reinforce that if someone needs to break any of the rules of PANTS they should explain why. Children can say no, and should never be forced to keep secrets that make them feel worried or uncomfortable.</p> <p>People we can trust- make a list of all of the people that we can trust if we feel unhappy or uncomfortable about anything.</p>		<p>Phase 2: Use the Lifewise Unit 'Consent KS1): Some of the things that your family can do to protect your right to consent are:</p> <p>They can ask you questions to check your boundaries.</p> <ul style="list-style-type: none"> ■ "Do you want a hug goodbye today? We could also wave or high five." ■ "Can I sit beside you while we read this book?" ■ "Can I tell your teacher that your grandma died?" ■ "It's OK if you don't want a goodnight hug." <p>Key questions: What are some things that your family can say or do to protect your rights to consent? How can you make sure that your friends consent to the things you like to do or play with them?</p>	
<p>Vocabulary</p>	<p>Penis, vagina, private, trust</p> <p>DC RSE Week YR</p>	<p>Penis, vagina, private, trust</p> <p>DC RSE Week YR</p>	<p>Special, Care, Family, Mum, Dad, Grandma (or similar), Grandad (or similar), Brother, Sister, Happy, Friend</p> <p>DC Y1</p>	<p>Respect, boundaries, protect, comfortable, relationship, trusted adult</p> <p>DC Y1</p>

KS1/KS2





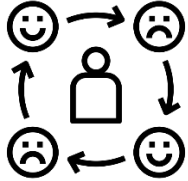

	Year 2			Year 3		
Theme	Growing Up- The Human Lifecycle (Medway)	Everybody's Body (Medway)	Gender (Lifewise)	What Makes a Good Friend? (Medway)	Falling Out with Friends (Medway)	Identity and Gender (Lifewise)
Area of Learning						
PSHE (All NC subject content covered)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise the main stages of the human life cycle (baby, child, adult) • recognise the process of growing takes time and describe what changes when people grow from young to old • identify ways we are more independent now than when we were younger • describe our feelings about growing and changing 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe similarities and differences between ourselves and others • challenge simple stereotypes about boys and girls • recognise and use the correct names for main parts of the body 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -how expectations of people can lead us to treat other people badly and how we can choose not to stereotype or discriminate. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours) • explain why friendship and having friends is valuable • identify how friends show they care for and value each other • describe what is most important in a friendship 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify what helps maintain friendships • describe feelings when disagreements and conflict occur • identify what can help and not help if there are friendship problems • demonstrate strategies for solving arguments with peers 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To talk freely about the names and acronyms we use to identify gender; to understand about diversity – including different families, such as same-sex parents; to show respect – for ourselves and other people.
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>RSE SOW YEAR 1 AND YEAR 2</p> <p>Phase 1: Growing Up - The Human Lifecycle (Medway)</p> <ul style="list-style-type: none"> - Baseline Activity: Pupils make a list of things that change as we grow -Pupils sequence pictures of the human life cycle (baby, child, adult, older person) -Pupils identify the difference between a baby and a child and write about how they have changed since being a baby. -Class discussion about what babies need and compare to the needs of people at different stages of the life cycle -Read a story, such as The Growing Story by Ruth Krauss and Helen Oxenbury – pupils identify and discuss the messages in the story The Growing Story - Bing video -Pupils talk to a partner about what the lesson has made them think about the human life cycle and growing. Pupils repeat the baseline activity – a list of things that change as we grow. <p>Phase 2: Everybody's Body (Medway)</p>			<p>RSE SOW YEAR 3</p> <p>Phase 1: What Makes a Good Friend (Medway)</p> <ul style="list-style-type: none"> - Baseline Activity: Pupils record their response to the question: What makes a good friend? - Class brainstorm about different kinds of friendship- if children talk about 'online friends' remind children of safety rules when having contact with others online. - Pupils work in pairs to complete a sentence starter: <i>Friendship is important because...</i> - In pairs, pupils read case studies about different friendships, as a class - list the qualities of a good friend - Pupils make a class or group acrostic poem about the qualities of a friend, using the letters F, R, I, E, N, D - Pairs or groups make up one thing that is true and one thing that is false about friendship – class decide which is true/false <p>Phase 2: Falling Out With Friends (Medway)</p> <ul style="list-style-type: none"> - Baseline Activity: Pupils complete sentences about how a group of children maintain a good friendship: <i>They always / they sometimes / they never...</i> - Making a class list of what makes a strong friendship – visual demonstration of a friendship chain - Pupils take it in turns to write descriptive words in 'bubbles' about how it feels to fall out with a friend - Pupils give advice to characters who are experiencing friendship fall-outs 		

	<p>- Baseline Activity: Pupils draw and write about boys and girls – what they look like, what they do, what they like</p> <p>- Pom Pom Game- Play a game with the class, pupils’ pair up and find out about the similarities and differences between them</p> <p>- Pupils read statements about boys and girls and decide if they are right or wrong</p> <p>- Teacher introduces names of body parts, including external genitalia, using baby dolls as a stimulus</p> <p>- Pupils work in small groups to label body outlines - male and female body parts</p> <p>- Pupils work with a partner to finish the sentence starter: Before this lesson I didn’t know that, but now I know that...</p> <p>Phase 3: Use the Lifewise Unit ‘Gender’. Read ‘Dogs don’t do ballet’ by Anna Kemp Dogs don't do Ballet Storytime Read aloud Bedtime story - Bing video</p> <p>Key questions: How might Biff have felt when he wasn't allowed to do what he loved? Are boys and girls told they can't do something because they are boys and girls?</p>	<p>- Pupils make suggestions about a how a weak or broken friendship chain can be mended</p> <p>Phase 3: Use the Lifewise Unit ‘Identity and Gender’. Key questions: How can people express themselves or their identity? How can we protect everyone's rights to express themselves freely? Is gender always assigned at birth? What does ‘gay’ mean?</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				
<p>Vocabulary</p>	<p>Change, Cycle, Baby, Child, Adult, Grow</p> <p>DC Y2</p>	<p>Grow, Change, Similar, Different, Vagina, Penis, Testicles, Bottom</p> <p>DC Y2</p>	<p>Gender, stereotypes, expectations</p> <p>DC Y2</p>	<p>Family, Friend, group, neighbour, care</p> <p>DC Y3</p>	<p>Disagreement., Problem, Solve,</p> <p>DC Y3</p>	<p>LBGTQ+, lesbian, gay, bisexual, heterosexual, transgender</p> <p>DC Y3</p>

KS2

Year 4



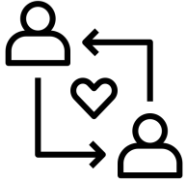



Year 5

Theme	Puberty- Time to Change (Medway)	Physical Hygiene (Medway)	Consent (Lifewise)	Menstruation and Wet Dreams (Medway)	Emotions and Feelings (Medway)	Identity, Gender and Sexuality (Lifewise)
Area of Learning						
PSHE (All NC subject content covered)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify some of the physical changes that happen to bodies during puberty • explain that puberty begins and ends at different times for different people • use scientific vocabulary for external male and female body parts/genitalia 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explain how and why it is important to keep clean during puberty • describe ways of managing physical change during puberty • respond to questions and give advice to others about puberty 	<p>Pupils should be taught:</p> <p>The word consent and what it means in terms of you, your body and your choices.</p> <p>It also relates to what you do online - like asking permission to post a photo of your friend.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use scientific vocabulary for external and internal male and female body parts • explain what happens during menstruation (periods) • explain what is meant by ejaculation and wet dreams 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • describe how emotions and relationships may change during puberty • explain where we can get the help and support we need in relation to puberty 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -Every young person deserves to see themselves, their family, and the full diversity of our world reflected in a learning environment. -This includes teaching about LGBTQ+ identities and issues.
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>RSE SOW YEAR 4 AND 5</p> <p>Phase 1: Puberty- Time to Change (Medway)</p> <ul style="list-style-type: none"> - Baseline Activity: Pupils draw and write about the changes that happen at puberty -Play a word game with the class, to spell out the word 'puberty'. Introduce puberty. -Pupils respond to key questions about puberty <i>Do boys and girls start puberty at the same time?</i> <i>Will these changes happen to everyone at the same time?</i> <i>Why are these changes happening?</i> -Pupils use Resource B: body parts to identify male and female body parts -Pupils use the Resource C: Growing Bodies to identify physical changes that occur during puberty -Pupils write anonymous questions about things they have learned in the lesson or related questions they have <p>Phase 2: Physical Hygiene (Medway)</p> <p>Baseline Activity: Bailey's mum and dad are explaining to Bailey that it is important to keep the body extra clean when growing up.</p> <p>"Now that you are getting older Bailey, there are some things you must do to make sure you look after your body well. It is really important, especially when you start puberty."</p> <p>"Why?" says Bailey</p>			<p>RSE SOW YEAR 4 AND 5</p> <p>Phase 1: Menstruation and Wet Dreams (Medway)</p> <p>-Baseline Activity:</p> <p>Kelly's diary... <i>Last night I was getting ready for bed when I realised I had started my period...</i></p> <p>Ask the pupils to explain:</p> <p>1) What has happened to Kelly? 2) How do they think she is feeling? 3) What do they think Kelly did, or should do?</p> <p>Pupils record their ideas under the heading 'Kelly's story'.</p> <ul style="list-style-type: none"> - Pupils discuss the baseline activity: Kelly's diary - Pupils label female body parts - Pupils watch a video about the menstrual cycle discuss menstruation and look at sanitary products <p>The Menstrual Cycle - YouTube</p> <ul style="list-style-type: none"> -Pupils label male body parts -Watch videos about male puberty, erections and wet dreams and discuss -Pupils write anonymous questions about the previous activities or related questions -Pupils label the Life Stages resource and discuss what it means to be 'grown up'. <p>Phase 2: Emotions and Feelings (Medway)</p> <p>Baseline Activity: Display or read to the pupils the following:</p>		

	<p>-Pupils individually write a sentence, in-role as the parents of Bailey, explaining why it is important to look after your body when you reach puberty, and the reasons why</p> <p>-Pupils discuss the question Why is keeping clean especially important for young people who are going through puberty? then feedback to the class.</p> <p>-Pupils draw an outline of someone going through puberty, and label the parts of the body which will need special hygiene attention, then explain why, how and how often.</p> <p>-Group or class discussion of personal hygiene products.</p> <p>-Pupils do a puberty quiz.</p> <p>-Pupils write a personal hygiene shopping list for Bailey. Pupils repeat the baseline activity, in role as Bailey's parents.</p> <p>Phase 3: Use Lifewise Unit 'Consent KS2'</p> <p>Key questions:</p> <p>What are important factors of a healthy relationship?</p> <p>What does the law say about consent?</p>			<p><i>I used to be a really happy person, but now I sometimes feel really angry or fed up about things. My mum says that since I turned 12, I've been very moody, going up and down all the time. Dad keeps telling me to snap out of it. Is this normal and how can I stop it from happening?</i> Taz, age 12</p> <p>- Pupils discuss Taz's problem about mood swings, and suggest things Taz can do.</p> <p>- Teacher reads Hair in Funny Places by Babette Cole (or watch the following video) and class discusses the physical and emotional changes in puberty.</p> <p>Margie reads - Hair in Funny Places by Babette Cole - Bing video</p> <p>- Pupils think of the different feelings and emotions a person may experience during puberty.</p> <p>- Pupils use the previous activity to identify issues for Taz (baseline activity), and place feelings on a 'highs and lows' wavy line.</p> <p>- Teacher-led discussion of crushes and fancying people.</p> <p>- Pupils identify different strategies for dealing with feelings and issues during puberty.</p> <p>- Opportunity for pupils to submit anonymous questions they may have.</p> <p>- Pupils take part in a Puberty relay game.</p> <p>Phase 3: Use the Lifewise Unit 'Identity, Gender and Sexuality'.</p> <p>Key questions:</p> <p>It has been thirty years since George Michael wrote 'Freedom!' How have things changed since then?</p> <p>Do we still need change to give all people equal rights?</p>		
<p>Vocabulary</p>	<p>Puberty, Grow, Child, Teenager, Adult, Genitals, Vulva, Vagina, Penis, Testicles, Breasts, Pubic hair, Adam's apple</p> <p>DC Y4</p>	<p>hygiene, sweat, body odour, spots, periods, sanitary towel, tampon</p> <p>DC Y4</p>	<p>Respect, boundaries, protect, comfortable, relationship, consent</p> <p>DC Y4</p>	<p>Internal, uterus, fallopian tubes, ovaries, vulva, vagina, menstruation, sanitary pads, tampons, Adam's apple, penis, testicles, sperm, erection, ejaculation, wet dream, pubic hair</p> <p>DC Y5</p>	<p>emotions, up and down, frustrated, angry, adolescent, support</p> <p>DC Y5</p>	<p>Diversity, relationships, gender,</p> <p>DC Y5</p>

KS2

Year 6

Theme	Puberty- Recap and review (Medway)	Puberty- Change and becoming independent (Medway)	Positive, Healthy Relationships (Medway)	How babies are made (Medway)	Homophobic Language in Schools (Lifewise)
Area of Learning					
PSHE (All NC subject content covered)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the physical and emotional changes that occur during puberty and how to manage these identify myths and facts about puberty, and what is important for a young person to know demonstrate how to begin conversations (or ask questions) about puberty with people that can help us 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe some changes that happen as we grow up identify the range of feelings associated with change, transition to secondary school and becoming more independent describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify different kinds of loving relationships describe the qualities that enable these relationships to flourish explain the expectations and responsibilities of being in a close relationship recognise how relationships may change or end and what can help people manage this 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify the links between love, committed relationships / marriage, and conception explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female) 	<p>Pupils should be taught:</p> <p>People who are lesbian, gay and bisexual work in all types of jobs and they live in all types of situations. They belong to all ethnic and racial groups and are members of all religious communities. They exhibit a range of mental and physical capabilities. They are young, middle aged, and old. But many of them have faced bullying, a lack of equity and homophobia.</p>
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>RSE SOW YEAR 6</p> <p>Phase 1: Puberty- Recap and review (Medway)</p> <ul style="list-style-type: none"> -Baseline Activity: Pupils produce graffiti boards about growing up and puberty - Pupils work in groups to make mind-maps about puberty - Working in groups, pupils read a statement and decide if it is a fact, myth or 'maybe' - Pupils populate a zone of relevance about what a young person will find most useful now, in the future or possibly not at all - Pupils discuss how best to ask a question or start a conversation about puberty with a friend, parent or teacher - Pupils produce an information leaflet about puberty for a specific audience - Pupils add any additional information to their group mind maps and reflect on their learning using the sentence starters: <i>Something I didn't realise before this lesson is... Something I knew but had forgotten is... Something that I would like to know more about is ...</i> <p>Phase 2: Change and becoming more independent (Medway)</p> <ul style="list-style-type: none"> -Baseline Activity: Pupils work individually to respond to the question 'What does it mean to become independent?' - Pupils guess a small appearance change that their partner has made after studying them for a few minutes - Pupils add their ideas about changes that happen to people at different stages of their lives to large sheets of flip chart paper displayed around the classroom - Using greetings cards from different significant life events and occasions, pupils discuss how people might feel at these times. - Pupils identify what the different objects might signify for someone just starting secondary school. - Pupils complete a timeline of positive changes for themselves from babyhood to their lives now and beyond. - Pupils in turn complete the sentence 'Something I feel about change is...' 				

Phase 3: Positive, Healthy Relationships (Medway)

- Baseline Activity: Pupils create individual mind-maps around the phrase 'positive, healthy relationships'
- Pupils study a range of pictures depicting 'relationships' and feedback on the types of relationships displayed. Pupils use Resource E: Life Stages to discuss different relationships people have in their lives.
- Pupils annotate a chosen picture with the **qualities of a healthy relationship** that it depicts.
- Pupils consider **positive behaviour and responsibilities within different relationships**.
- Pupils consider changes within a relationship and how they may affect the people in it.
- Pupils use their features of positive relationships to create a Diamond 9 ranking.
- Pupils complete the sentence 'A loving relationship needs...' Pupils return to their original mind-map and add any additional information.

Phase 4: How Babies are Made (Medway)

- Baseline Activity: Pupils add their ideas to an outline conversation that children are having about human reproduction.
- Using the human life cycle picture, explain how this lesson is about adult, loving relationships
- Pupils discuss how a **loving adult couple might show commitment, care and love for each other**
- Teacher briefly introduces the next activity, **how babies are made, what is meant by sexual intercourse and consent**
- After a discussion about sexual intercourse, pupils sequence how a baby is made using descriptive cards
- An opportunity for pupils to ask any questions they might have anonymously.
- Pupils sort given statements about pregnancy into 'true', 'false or 'it depends'.
- Pupils discuss what a couple might have to consider before deciding to try for a baby.
- Pupils repeat the baseline activity: concept conversation

Phase 5: Use Lifewise Unit 'Homophobic Language in Schools'.

Key questions:

What is homophobic discrimination?

Where might the thinking behind homophobia come from?



<p>Vocabulary</p>	<p>puberty, child, teenager, adult, physical, emotions DC Y6</p>	<p>change, life cycle, baby, toddler, child, adolescent, teenager, adult, older person, emotions, independence DC Y6</p>	<p>relationship, friendship, couple, love, positive, qualities, expectations, responsibility, DC Y6</p>	<p>Love, respect, consent, commitment, reproduction, sex, fertilised, sperm, ovum, penis, vagina, vulva, fallopian tubes, pregnancy, baby, foetus, uterus, conception DC Y6</p>	<p>LBGTQ+, lesbian, gay, bisexual, heterosexual, transgender equality, homophobia DC Y6</p>
--------------------------	--	--	---	---	---