***Ladock C of E School***

***Sex and Relationships Scheme of Work.***

SRE should be taught on a two year rolling programme to three groups consisting of year 1/2, year 3/4 and year 5/6. SRE will be taught during the summer term through PSHE lessons. Outlined below are the specific areas of SRE to be covered through this programme. As well as this, certain SRE elements will be covered through the science curriculum as fits with the school rolling programme topics:

***Key Stage 1:***

1b)that animals, including humans, move, feed, grow, use their senses and reproduce.

2a)to recognise and compare the main external parts of the bodies of humans.

2f)that humans and animals can produce offspring and that these grow into adults.

4a)to recognise similarities and differences between themselves and others and treat others with sensitivity.

***Key Stage 2:***

1a)that human life processes common to humans and other animals include nutrition, growth and reproduction.

2f)about the main stages in the human life cycle.

The following areas of SRE will be taught over half- a term during the summer term. Years 1 – 6 will be taught in three groups either by the class teacher, health professional (e.g: school nurse) or Teaching Assistant. The main resources to be used to help the delivery will be SEAL theme 6 Relationships, Channel 4’s Living and Growing and NCB’s ‘Laying the Foundations.’

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|  | Year 1/2 | Year 3/4 | Year 5/6 |
| Laying the Foundations | |  |  | | --- | --- | | Lesson Theme | Children will be able to | | Male & Female | \*be able to name the external parts of the body.  \*understand the differences between male and female, learn the agreed names of the sexual parts.  \*understand that all babies, human and animal, have mothers and fathers. | | Feelings | \*be able to recognise, name and deal with their feelings in a positive way.  \*be able to share their feelings with others and realise that others have similar feelings.  \*be able to think about themselves and recognise what they are good at. | | Keeping Safe | \*be able to recognise safe and unsafe situations.  \*be able to recognise the physical signs of feeling unsafe.  \*know some basic rules for keeping themselves safe. | | Someone to Talk to | \*be able to identify and talk with someone they trust. | | Families of all kinds | \*know and understand why families are special for caring and sharing.  \*understand how their feelings and actions have an impact on other people. | | Gender Stereotypes | \*recall the physical differences between boys and girls.  \*be able to think about other ‘differences’ between girls and boys and where these (stereotypes) come from.  \*begin to question whether children have to conform to gender stereotypes. | | |  |  | | --- | --- | | Lesson Theme | Children will be able to | | Male & Female | \*be able to identify parts of the reproductive system in males and females and describe their functions.  \*have considered appropriate terminology for use in different contexts. | | Feelings | \*recognise changing emotions with friends and family and be able to express their feelings positively.  \*be self-confident in a range of situations.  \*recognise their own worth and identify positive things about themselves.  \*be able to balance the stresses of life in order to promote both their own mental health and well-being and that of others. | | Someone to talk to | \*be able to listen to and support others.  \*be able to identify adults they can trust and who they can ask for help.  \*be able to listen to and support their friends.  \*know where individuals, families and groups can get help. | | |  |  | | --- | --- | | Lesson Theme | Children will be able to | | Growing and Changing: puberty | \*know and understand about the physical changes that take place at puberty.  \*recognise and understand changing emotions as they grow up. | | Keeping yourself clean and healthy | \*know and understand that you have to take extra care with personal hygiene during puberty.  \*know and understand that safe routines can stop the spread of viruses such as HIV | | Families of all kinds | \*be able to recognise their changing feelings towards their families.  \*be able to see things from other people’s viewpoints, for examples their parents and carers.  \*know and understand about the many relationships in which they are all involved.  \*have considered the need for trust and love in established relationships.  \*know and understand about, and accept, a wide range of different and diverse family arrangements, for example, married, divorced or separated parents, second marriages, fostering, extended families, same sex parents, and three or more generations living together.  \*have considered how separation and loss affect people in the family. | |
| SEAL | \*Year 1, Theme 6: Relationships | \*Year 3, Theme 6: Relationships | \*Year 5, Theme 6: Relationships |
| Living & Growing Resources | \*Unit 1, Programme 1: Differences (differences between male and female, feelings and life cycles) | \*Living and Growing Unit 1, Programme 2:How did I get there? (growth & change from baby to adult, growth of foetus). | \*Living & growing Unit 3, Programme 1: Girl Talk (physical and emotional changes during puberty in girls, menstruation)  \*Living & Growing Unit 3, Programme 2: Boy Talk (physical and emotional changes during puberty in boys, sexual intercourse) |
| Laying the foundations | |  |  | | --- | --- | | Lesson Theme | Children will be able to | | Growing and Changing | \*understand how they have grown and changes since they were a baby and that they will go on growing and changing as they become adults. | | Similarities and differences | \*recognise similarities and differences between themselves and others.  \*learn that their actions have an impact on other people.  \*be able to identify ways in which they are special. | | Keeping yourself clean and healthy | \*know and understand basic rules for keeping clean and healthy.  \*understand that they have some control over the choices they make about looking after their body. | | Friends | \*be able to make a friend, talk with them and share their feelings.  \*understand how their feelings and actions have an impact on other people. | | Choices and consequences | \*be aware that their feelings and actions have an impact on others.  \*understand that they have some control over their actions. | | |  |  | | --- | --- | | Lesson Theme | Children will be able to | | Reproduction and birth | \*know and understand about the processes of reproduction and birth as part of the human life cycle.  \*understand what babies need in order to stay healthy and happy.  \*understand the demands of looking after a baby.  \*think about how they can help care for babies and young children they know. | | Similarities and differences | \*be able to respect other people’s viewpoints and beliefs.  \*be able to see things from other people’s viewpoints.  \*have considered why being different can provoke bullying and why this is unacceptable.  \*be able to express opinions for example about relationships and bullying. | | Friends | \*be able to express opinions, for example about relationships and bullying.  \*be self-confident in a wide range of situations, such as seeking new friends.  \*manage friendship problems.  \*understand about different forms of bullying and the feelings of both bullies and victims. | | |  |  | | --- | --- | | Lesson Theme | Children will be able to | | Choices and consequences | \*be able to form opinions which they can articulate to a variety of audiences.  \*be able to discuss moral questions.  \*know and understand that their actions have consequences and be able to anticipate the results of them.  \*understand and be able to resist peer and media pressure. | | Keeping Safe | \*know and understand about keeping themselves safe when involved with risky activities.  \*recognise the pressure of unwanted physical contact and know ways of resisting it.  \*understand when it is appropriate to take a risk and when to say no and seek help. | | Gender and sexuality | \*be able to recognise and challenge gender stereotypes.  \*have considered why being different can provoke bullying and why this is unacceptable.  \*understand how the media impact on forming attitudes. | |
| SEAL | Year 2, Theme 6: Relationships | Year 4, Theme 6: Relationships | Year 6, Theme 6: Relationships |
| Living & Growing | \*Living & Growing Unit 1, Programme 1:Differences (differences between male and female, feelings and life cycles)  \*Living & Growing Unit 1, Programme 3: Growing Up (life cycles, growth and change, relationships) | \*Living & growing Unit 2, Programme 1: Changes (physical and emotional changes during puberty, how we feel about ourselves, choices) | \*Living & Growing Unit 2, Programme 2: How babies are made (life cycles and reproduction, friendships, feelings, value of family and loving relationships.)  \*Living and Growing Unit 3, sex and the media, marriage, conception and contraception) If pupils are judged to be ready for this and have had good grounding in previous years. |

***Key:***

Year A Year B