

## Sex and Relationship Education – a Progression of Knowledge

RSE will deliver a spiral curriculum that enables pupils to build on their prior learning by revisiting themes to enable pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. Clee Hill Community Academy follows the PSHE Association PSHE scheme of work, which includes SRE elements in the Growing and Changing section of Health and Wellbeing. In Years 4,5 and 6 SRE is taught as a stand alone series of lessons.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Growing and Changing	PSED, PD (Health and self care) UW (People and communities) (The world)	<ul style="list-style-type: none"> <li>to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>how they are the same and different to others</li> <li>about different kinds of feelings</li> <li>how to recognise feelings in themselves and others how feelings can affect how people behave</li> </ul>	<ul style="list-style-type: none"> <li>about the human life cycle and how people grow from young to old</li> <li>how our needs and bodies change as we grow up</li> <li>about change as people grow up, including new opportunities and responsibilities</li> <li>preparing to move to a new class and setting goals for next year</li> </ul> <p><i>Note: H25 has been removed from the PSHE planning as naming the main body part will not be a specific lesson for Year 2 pupils. The correct terminology will be used in everyday lessons as required.</i></p>	<ul style="list-style-type: none"> <li>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>about the things that affect feelings both positively and negatively</li> <li>strategies to identify and talk about their feelings</li> <li>about some of the different ways people express feelings e.g. words, actions, body language</li> <li>to recognise how feelings can change overtime and become more or less powerful</li> </ul>	<ul style="list-style-type: none"> <li>about the things that affect feelings both positively and negatively</li> <li>the importance of personal hygiene routines including washing regularly and using deodorant</li> </ul> <p><i>Note: Year 4/5 lessons on RSE – PSHE association for RSE are taught in Year 5 only.</i></p>	<ul style="list-style-type: none"> <li>how to identify external genitalia and reproductive organs</li> <li>about the physical and emotional changes during puberty</li> <li>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>strategies to manage the changes during puberty including menstruation</li> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</li> <li>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>that for some people their gender identity does not correspond with their biological sex</li> <li>how to recognise, respect and express their individuality and personal qualities</li> <li>ways to boost their mood and improve emotional wellbeing</li> <li>about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>to recognise some of the changes as they grow up e.g. increasing independence</li> <li>about what being more independent might be like, including how it may feel</li> <li>about the transition to secondary school and how this may affect their feelings</li> <li>about how relationships may change as they grow up or move to secondary school</li> <li>practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>identify the links between love, committed relationships and conception</li> <li>what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>that pregnancy can be prevented with contraception<sup>2</sup></li> <li>about the responsibilities of being a parent or carer and how having a baby changes someone’s life</li> </ul> <p><i>Note: H20 – female genital mutilation (FGM) will be removed from the PSHE curriculum coverage</i></p>
Specific SRE lessons						<ul style="list-style-type: none"> <li>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>that for some people their gender identity does not correspond with their biological sex</li> <li>how to recognise, respect and express their individuality and personal qualities</li> <li>ways to boost their mood and improve emotional wellbeing</li> </ul>	<p>Recap of Year 5 learning objectives PLUS:</p> <ul style="list-style-type: none"> <li>to recognise some of the changes as they grow up e.g. increasing independence</li> <li>about what being more independent might be like, including how it may feel</li> <li>about the transition to secondary school and how this may affect their feelings</li> </ul>

			<ul style="list-style-type: none"> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> </ul>	<ul style="list-style-type: none"> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception<sup>2</sup></li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>
Sex and Relations Education teaching materials			PSHE lessons 1-4 – Year 5	PSHE lessons 1-4 – Year 6
	<ul style="list-style-type: none"> <li>• NSPCC assembles and workshops with NSPCC bi annually (2023/ 2025/ 2027)</li> <li>• SRE committee of parents, governors &amp; staff review policy and materials every 3 years (2023/ 2026/ 2029)</li> </ul>			