

Relationship curriculum Reception - Year 6

| Reception | | |
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| Lesson Objective | Areas that will be discussed | Resources-books/online |
| Me and my special people | <ul style="list-style-type: none"> -Who are your special people that you like to spend time with, outside school? -Does everyone have the same special people? -Who's in your family? -What makes us the same/different from people in our family? -How do we help each other in families? -What do we like to do with our families at home? | All about Me |
| Same and different families | <ul style="list-style-type: none"> -Read a book about different families (e.g. The Great Big Book of Families, or similar), with questions that focus on what makes people the same as each other and also different from each other -Explain that the group is going to do a survey and then make a chart or poster to find out some of the ways that we are different from our friends. | 'The Great Big Book of Families' by Mary Hoffman |
| Same and different homes | <ul style="list-style-type: none"> -What different kinds of houses are there? -Which is your favourite? -What do you like about them? -What things make them different? -What things make them the same? -Children create a 'my home' picture using a lolly stick frame with drawings of family inside and tell an adult the different things they've put in their house. | Dr Seuss story 'Come over to My House' 'You Choose!' by Pippa Goodhart. |
| Where do babies come from? | <ul style="list-style-type: none"> -Where do babies come from? -What do they do in their mummy's tummy? -When do they come out? -What do they need when they are out? -How did they get there? (A type of seed, called an egg. from | -There's a House Inside my Mummy by Giles Andrae and Vanessa Cabban -Tango Makes Three by Peter Parnell and Justin Richardsonwith |

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| | <p>mummy/a woman and a type of seed, called a sperm, from daddy/a man.)</p> <p>-Sometimes the baby comes from its birth mummy and daddy, as in this case (described above).</p> <p>-Sometimes another person is their mummy or daddy or special person. This is called adoption or surrogacy; it's one of the reasons why sometimes children look like their parents and sometimes they don't.</p> <p>-Families are people who provide us with love. That means they care for us and keep us safe.</p> | |
| <p>Me and my body - girls and boys</p> | <p>-Singing and do the actions to Head, Shoulders, Knees and Toes, together.</p> <p>-What parts of the body do we sing about?</p> <p>-Are there any parts of the body that we missed? (Arms, hands, fingers, anything else? What parts of the body are between the shoulders and knees? ...chest, tummy...)</p> <p>-What about are private parts? - Explain that there are parts of the body that are private and that we wouldn't touch as part of the song, but they are very important too.</p> <p>-Can anyone tell us the correct words for our private parts? (Penis/testicles and vagina/vulva)</p> <p>-Why are girls' bodies and boys' bodies different?</p> <p>-Explain to the children that these parts of our body are private and no one should touch them without our permission. Ask the children who they could tell if someone tried to look at or touch their private parts. Show them the NSPCC PANTS film Pantosaurus</p> | <p><u>NSPCC Pantosaurus Pants film</u></p> |

| Year 1 | | |
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| Lesson Theme | Lesson Objective | Resources- books/online |
| Taking care of a baby | -Understand some of the tasks required to look after a baby; -Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. | |
| Keeping privates private | -Identify parts of the body that are private; -Describe ways in which private parts can be kept private; -Identify people they can talk to about their private parts. | |
| Surprises and secrets | -Explain the difference between a secret and a nice surprise; -Identify situations as being secrets or surprises; -Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. | |
| Good or bad touches? | -Understand and learn the PANTS rules; -Name and know which parts should be private; -Explain the difference between appropriate and inappropriate touch; -Understand that they have the right to say "no" to unwanted touch; -Start thinking about who they trust and who they can ask for help. | <u>NSPCC Underwear Rule resources</u> |
| Who are our special people? | -Identify some of the people who are special to them; -Recognise and name some of the qualities that make a person special to them. | |
| Our special people balloons | -Recognise that they belong to various groups and communities such as their family; -Explain how these people help us and we can also help them to help us. | 'The Great Big Book of Families' by Mary Hoffman |
| Same or different? | -Identify the differences and similarities between people; -Empathise with those who are different from them; -Begin to appreciate the positive aspects of these differences. | |

| Year 2 | | |
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| Lesson Theme | Lesson Objective | Resources- books/online |
| How safe would you feel? | -Identify situations in which they would feel safe or unsafe; -Suggest actions for dealing with unsafe situations including who they could ask for help. | |
| What should Harold say? | -Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. | |
| Respecting privacy | -Explain what privacy means; -Know that you are not allowed to touch someone's private belongings without their permission; -Give examples of different types of private information. | |
| Haven't you grown | -Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); -Understand and describe some of the things that people are capable of at these different stages. | |
| My body, your body | -Identify which parts of the human body are private; -Explain that a person's genitals help them to make babies when they are grown up; -Understand that humans mostly have the same body parts but that they can look different from person to person. | |
| I don't like that | -Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; -Identify the types of touch they like and do not like; -Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. | |
| Fun or not? | -Recognise that some touches are not fun and can hurt or be upsetting; -Know that they can ask someone to stop touching them; -Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. | |
| Should I tell? | -Identify safe secrets (including surprises) and unsafe secrets; | |

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| | -Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. | |
| My special people | -Identify people who are special to them; -Explain some of the ways those people are special to them. | |
| Feeling Safe | -Identify special people in the school and community who can help to keep them safe; -Know how to ask for help. | |
| Some secrets should never be kept | -Identify how inappropriate touch can make someone feel; -Understand that there are unsafe secrets and secrets that are nice surprises; -Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. | 'Some secrets should never be kept' by Jayneen Sander |
| What makes us who we are? | -Identify some of the physical and non-physical differences and similarities between people; -Know and use words and phrases that show respect for other people. | |

| Year 3 | | |
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| Lesson Theme | Lesson Objective | Resources- books/online |
| Safe or unsafe? | -Identify situations which are safe or unsafe; -Identify people who can help if a situation is unsafe; -Suggest strategies for keeping safe. | |
| My changing body | -Recognise that babies come from the joining of an egg and sperm; -Explain what happens when an egg doesn't meet a sperm; -Understand that for girls, periods are a normal part of puberty. | |
| Looking after our special people | -Identify people who they have a special relationship with; -Suggest strategies for maintaining a positive relationship with their special people. | |
| Body space | -Understand what is meant by the term body space (or personal space); -Identify when it is appropriate or inappropriate to allow someone into their body space; -Rehearse strategies for when someone is inappropriately in their body space. | NSPCC Underwear rule poster |
| Zeb | -Understand and explain some of the reasons why different people are bullied; -Explore why people have prejudiced views and understand what this is | |
| Relationship Tree | -Identify different types of relationships; -Recognise who they have positive healthy relationships with. | |
| Secret or surprise? | -Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; -Recognise how different surprises and secrets might make them feel; -Know who they could ask for help if a secret made them feel uncomfortable or unsafe. | |
| Let's celebrate our differences | -Recognise the factors that make people similar to and different from each other; -Recognise that repeated name calling is a form of bullying; -Suggest strategies for dealing with name calling (including talking to a trusted adult). | The Ugly Duckling |
| Family and Friends | -Recognise that there are many different types of family; | |



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| | -Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' | |
| Our friends and neighbours | <ul style="list-style-type: none">-Explain that people living in the UK have different origins;-Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;-Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. | |

| Year 4 | | |
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| Lesson Theme | Lesson Objective | Resources- books/online |
| All change | <ul style="list-style-type: none"> -Identify parts of the body that males and females have in common and those that are different; -Know the correct terminology for their genitalia; -Understand and explain why puberty happens. | |
| Moving house | <ul style="list-style-type: none"> -Describe some of the changes that happen to people during their lives; -Explain how the Learning Line can be used as a tool to help them manage change more easily; -Suggest people who may be able to help them deal with change. | |
| Period positive | <ul style="list-style-type: none"> -Know the key facts of the menstrual cycle; -Understand that periods are a normal part of puberty for girls; -Identify some of the ways to cope better with periods. | |
| My feelings are all over the place! | <ul style="list-style-type: none"> -Name some positive and negative feelings; -Understand how the onset of puberty can have emotional as well as physical impact -Suggest reasons why young people sometimes fall out with their parents; -Take part in a role play practising how to compromise. | |
| Islands | <ul style="list-style-type: none"> -Understand that they have the right to protect their personal body space; -Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; -Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. | <u>NSPCC Underwear Rule</u> |
| Together | <ul style="list-style-type: none"> -Understand that marriage is a commitment to be entered into freely and not against someone's will; -Recognise that marriage includes same sex and opposite sex partners; -Know the legal age for marriage in England or Scotland; -Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. | |



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| Secret or surprise? | <ul style="list-style-type: none">-Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;-Recognise how different surprises and secrets might make them feel;-Know who they could ask for help if a secret made them feel uncomfortable or unsafe. | |
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| Year 5 | | |
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| Lesson Theme | Lesson Objective | Resources- books/online |
| Growing up and changing bodies | Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. | |
| Changing bodies and feelings | Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. | |
| Taking notice of our feelings | -Identify people who can be trusted; -Understand what kinds of touch are acceptable or unacceptable; -Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. | <u>NSPCC Underwear Rule</u> |
| Stop, start, stereotypes | -Recognise that some people can get bullied because of the way they express their gender; -Give examples of how bullying behaviours can be stopped. | |
| Dear Ash | -Explain the difference between a safe and an unsafe secret; -Identify situations where someone might need to break a confidence in order to keep someone safe. | |
| Is it true? | -Understand that the information we see online, either text or images, is not always true or accurate; -Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; -Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. | |
| Happy being me | -Develop an understanding of discrimination and its injustice, and describe this using examples; -Empathise with people who have been, and currently are, subjected to injustice, including through racism; -Consider how discriminatory behaviour can be challenged. | |

| Year 6 | | |
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| Lesson Theme | Lesson Objective | Resources- books/online |
| We have more in common than not | <ul style="list-style-type: none"> -Know that all people are unique but that we have far more in common with each other than what is different about us; -Consider how a bystander can respond to someone being rude, offensive or bullying someone else; -Demonstrate ways of offering support to someone who has been bullied | |
| What is HIV? | <ul style="list-style-type: none"> -Explain how HIV affects the body's immune system; -Understand that HIV is difficult to transmit; -Know how a person can protect themselves from HIV. | |
| Is this normal? | <ul style="list-style-type: none"> -Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; -Suggest strategies that would help someone who felt challenged by the changes in puberty; -Understand what FGM is and that it is an illegal practice in this country; -Know where someone could get support if they were concerned about their own or another person's safety. | |
| Helpful or unhelpful? Managing change | <ul style="list-style-type: none"> -Recognise some of the changes they have experienced and their emotional responses to those changes; -Suggest positive strategies for dealing with change; -Identify people who can support someone who is dealing with a challenging time of change. | |
| Boys will be boys? - challenging gender stereotypes | <ul style="list-style-type: none"> -Define what is meant by the term stereotype; -Recognise how the media can sometimes reinforce gender stereotypes; -Recognise that people fall into a wide range of what is seen as normal; -Challenge stereotypical gender portrayals of people. | |
| Media manipulation | <ul style="list-style-type: none"> -Define what is meant by the term stereotype; -Recognise how the media can sometimes reinforce gender stereotypes; | |

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| | <ul style="list-style-type: none"> -Recognise that people fall into a wide range of what is seen as normal; -Challenge stereotypical gender portrayals of people. | |
| Making babies | <ul style="list-style-type: none"> -Identify the changes that happen through puberty to allow sexual reproduction to occur; -Know a variety of ways in which the sperm can fertilise the egg to create a baby; -Know the legal age of consent and what it means. | |
| Don't force me | <ul style="list-style-type: none"> -Describe ways in which people show their commitment to each other; -Know the ages at which a person can marry, depending on whether their parents agree; -Understand that everyone has the right to be free to choose who and whether to marry. | |
| Acting appropriately | <ul style="list-style-type: none"> -Recognise that some types of physical contact can produce strong negative feelings; -Know that some inappropriate touch is also illegal. | |
| OK to be different | <ul style="list-style-type: none"> -Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; -Suggest strategies for dealing with bullying, as a bystander; -Describe positive attributes of their peers. | |