

## Sex and Relationship Education (SRE)

Key Stage 1 SRE	
Year 1	Year 2
<ul style="list-style-type: none"> <li>• To recognise that they have choices they can make – develop assertiveness skills</li> <li>• Know the importance of valuing themselves.</li> <li>• To develop strategies to stay safe.</li> <li>• Develop skills for dealing with unwanted physical contact.</li> <li>• To understand what friendship is. Be aware that their feelings and actions have an impact on others.</li> <li>• To understand basic hygiene principles.</li> <li>• To introduce the concept of growing and changing.</li> <li>• To know that there are different types of families and that family are special.</li> <li>• Male and Female</li> <li>• Understand that babies have special needs.</li> <li>• To identify and respect differences and similarities in people.</li> <li>• To understand what improves and harms their local, natural and built environments and about some of the ways people look after them</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between a 'good' secret and a 'bad' secret.</li> <li>• Develop respect for elderly people and other generations.</li> <li>• Understand that everyone needs caring for, and the importance of families.</li> <li>• Name the main parts of the body including sexual parts.</li> <li>• Explore their perceptions around gender stereotypes.</li> <li>• Growing and Changing – How have I grown and changed? Reflect that our bodies and skills develop at different rates.</li> <li>• Understand that it is always the female that gives birth.</li> <li>• Understanding our sensuality.</li> <li>• To identify and respect differences and similarities in people.</li> </ul>

## Key Stage 2 SRE

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Re-visit the naming of body parts including sexual body parts and the differences between male and female</li> <li>• To identify who they could go to for help and support.</li> <li>• To consider touch and to know that people have a right to say what they like and don't like.</li> <li>• Identify different sorts of families. Understand that families are different and may have different members. Families are special whatever their makeup.</li> <li>• Relationships/types of love for family, friends, pets, places or possessions.</li> <li>• Identify different types of relationships and begin to identify how to develop skills to be effective in relationships.</li> <li>• Understand the needs of a new baby.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a positive attitude to personal body image.</li> <li>• Resisting peer pressure and developing assertiveness</li> <li>• Begin to learn about the physical changes that happen during puberty</li> <li>• Begin to learn about the practical and emotional changes that someone may encounter during puberty – feeling moody, being picked on</li> <li>• Reproduction and lifecycles.</li> <li>• To identify some basic facts about reproduction and pregnancy.</li> <li>• Re-visit the importance of keeping clean particularly in relation to puberty.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how girls and boys bodies change in puberty.</li> <li>• Menstruation –have a basic knowledge about periods.</li> <li>• Basic information delivered to both genders.</li> <li>• How to deal with physical changes e.g. Wet dreams, shaving, body hair etc.</li> <li>• Understand the emotional changes that happen during puberty.</li> <li>• Both for boys and girls.</li> <li>• Are they the same; or are some different depending on your gender?</li> <li>• Consider the need for love and trust in a range of relationships.</li> <li>• Understand how different behaviours/qualities impact on friendships/relationships.</li> <li>• To identify and respect differences and similarities in people.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and develop their understanding of puberty.</li> <li>• Understand that the pressure to conform to gender stereotypes comes from the media and their peers.</li> <li>• Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>• Recognise the difference between healthy and unhealthy friendships and relationships and understand their right to physical boundaries.</li> <li>• Understand how to keep safe using the internet and other technology (NB emphasis on internet safety and keeping children safe on-line in Ofsted Guidance.)</li> <li>• Understand the influence of the media when forming views on sex and relationships.</li> <li>• Consider why some people get married or have marriage or stable relationships and how this is important for family life.</li> <li>• Understand how a baby is conceived.</li> </ul>