

SRE Overview- this is embedded as part of the PSHE Overview

	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 3	<p>All about me and my family Children create a timeline of their life. They discuss key events in their life so far and create a birth factfile about when they were a baby. The children talk about who lives in their home and draw similarities and differences with others families.</p>	<p>PSHE Relationships <i>To recognise and respond appropriately to a wider range of feelings in others</i> <i>-To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i> <i>-That their actions affect themselves and others</i> Skills <i>Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively</i></p> <p>Science Animals and Humans 2 <i>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</i> <i>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</i></p>	<p>Gender Stereotypes We explore and discuss common gender stereotypes eg washing up is women's work/women are better cooks than men.</p>	<p>Love Children discuss the question 'what is love?' We identify the characteristics of loving relationships- holding hands, kissing, trusting someone totally etc</p>	<p>PSHE Relationships <i>To be aware of different types of relationship, including those between acquaintances, friends, relatives and families</i> Skills <i>-Empathy</i></p>	<p>Pants Children are taught the NSPCC Underwear Rule. Through talking about the PANTS acronym the children are taught how to keep safe from sexual abuse without ever using scary words or even mentioning sex. https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</p> <p>A discussion of the names that people use for the body parts that are covered by pants. Children label clothed and unclothed boy and girl body diagrams. They are introduced to the proper terminology.</p> <p>We explore types of touches by looking at different scenarios eg an examination by a doctor, grandma kisses you hello, your friend links arms with you. The children identify good and bad touches.</p>
Year 4		<p>PSHE Relationships <i>-To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</i> <i>-To develop strategies to</i></p>	<p>Families Different kinds of families are discussed including same sex relationships which are addressed through child friendly stories such as: <i>And Tango Makes Three</i> Two male penguins at the Central Park Zoo become mates and work to hatch and raise their own baby penguin.</p>	<p>Changes Children discuss changes. They sort changes they can control and changes that they cannot control eg body shape; what clothes to wear. Some of the changes that happen in puberty are discussed including developing breasts, growing pubic hair and voice getting deeper.</p>	<p>PSHE Relationships <i>-The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</i> <i>-To work collaboratively towards shared goals</i> Skills <i>-Team working (agreeing clear</i></p>	<p>Mum and Baby Children are taught about how babies develop inside their mothers. We think about what a growing baby needs and what mums need to do to stay healthy in pregnancy to ensure that the baby has the best start in life. We talk about how babies are born using vocabulary such as</p>

		<p>resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>Skills</p> <ul style="list-style-type: none"> -Active listening -Empathy -Communication -Self regulation (including managing strong emotions) 	<p><i>King and King</i></p> <p>A prince reluctantly agrees to marry, but none of the eligible princesses strikes his fancy...and then he meets Prince Lee.</p>		<p>and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)</p>	<p>umbilical cord, vagina and midwife.</p> <p>The children explore the idea of genetics and how they share similarities with their family members.</p>
Year 5		<p>PSHE Relationships</p> <ul style="list-style-type: none"> -To recognise ways in which a relationship can be unhealthy and who to talk to if they need support -To judge what kind of physical contact is acceptable or unacceptable and how to respond -To recognise and manage dares <p>Skills</p> <ul style="list-style-type: none"> -Recognising and utilising strategies for managing pressure, persuasion and coercion -Responding to the need for positive affirmation for self and others 	<p>Germ</p> <p>Children are taught about staying healthy. They look at the facts and common misconceptions about germs and bacteria and how they are spread. The link is made with puberty and how it is important to keep clean and healthy during due to changing hormones that lead to increased sweat/spots etc.</p>	<p>Stereotypes/Attitudes/Values</p> <p>We address some common views that are often heard in society. They are given statements to discuss eg. Boys should not cry/All women want to have children/Two wo(men) can love each other/Girls should not play football.</p> <p>The children also look at how people judge/form views about people based on gender stereotypes without having met them. We look at how people make assumptions about a child called Nicky depending on whether they think the person is a boy or a girl.</p>	<p>PSHE Relationships</p> <ul style="list-style-type: none"> -To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) <p>Skills</p> <ul style="list-style-type: none"> -Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) 	<p>What is puberty?</p> <p>In single sex groups children are taught the changes that happen to the body in puberty. They identify changes you can see and changes you cannot see eg. spots appear;being emotional/moody.</p> <p>Girls are taught about menstruation and explore misconceptions through sorting and discussing true/false statements eg You can start your periods when aged eight or sixteen; You can't do sport when you have a period.</p> <p>Boys have the opportunity to discuss changes such as voice breaking and erections.</p> <p>Children have the opportunity to ask questions anonymously by posting their queries in a class question box.</p>
Year 6	<p>Science</p> <p>Animals including Humans 2</p> <p>Identify & name the main parts of the human circulatory system, & describe the functions of the heart, blood vessels & blood.</p>	<p>PSHE Relationships</p> <ul style="list-style-type: none"> -That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious 	<p>How a baby is made</p> <ul style="list-style-type: none"> -About human reproduction <p>Children are taught about conception and sexual intercourse. They are taught how</p>	<p>PSHE Health and Wellbeing</p> <ul style="list-style-type: none"> -How their body will, and emotions may, change as they approach and move through puberty -About taking care of their body, understanding that they have 	<p>PSHE Relationships</p> <ul style="list-style-type: none"> -That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who 	<p>Sexuality</p> <p>SRE is not used as a means to promote any form of sexual orientation.</p> <p>We teach children the correct meaning of terms such as</p>

<p>Recognise the impact of diet, exercise, drugs & lifestyle on the way their bodies function. Describe the ways in which nutrients & water are transported within animals, including humans.</p>	<p>diversity, age, sex, gender identity, sexual orientation, and disability</p> <p>Skills -Active listening -Empathy -Communication</p>	<p>pregnancy can be prevented using contraception.</p>	<p>autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as FGM constitute abuse, are a crime and how to get support if they have fears for themselves or their peers</p> <p>Skills -Recognising and utilising strategies for managing pressure, persuasion and coercion -Recognising and managing the need for peer approval</p>	<p>love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>-To be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</p> <p>Skills -Formulating questions -Gathering and using data</p> <p>Science Animals including Humans 1 Describe the changes as humans develop to old age.</p>	<p>gay/lesbian/hetrosexual/homosexual/bisexual/celebrity/monogamy. We also discuss how this language should not be used in a derogatory or offensive way.</p> <p>Children have the opportunity to ask questions anonymously by posting their queries in a class question box.</p>
<p>Year 6 classrooms have a question box which they can anonymously post their thoughts/questions on any of the topics discussed throughout the year and teachers will address these in PSHE/Science/SRE lessons. Teachers use their professional judgement and knowledge of the children in their class to answer questions in a sensitive and age appropriate manner. See the SRE Policy section on 'answering difficult questions'. If a child makes a reference to being involved (or being likely to be involved) in sexual activity, or indicates that they may have been a victim of abuse, then this will be dealt with in line with our Child Protection Policy.</p>					