

| Year Group | Lesson | Learning Objective |
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| Year One | <p><u>Lesson 1:</u> <i>Who are the people in my life that love and care for me?</i></p> <p>2020 Statutory Guidance – Families and people who care for me:</p> <ul style="list-style-type: none"> - that families are important for children growing up because they can give love, security and stability. - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | <p>Learning objective: To learn about the people in my life that care for me and love me.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Identify the important relationships in my life and those that provide love ✓ Describe a family and understand that all families are special and different ✓ Recognise the different ways our that people care for us and how we can care for them in return |
| | <p><u>Lesson 2:</u> <i>What are the differences and similarities between people?</i></p> | <p>Learning objective: To learn about the similarities and differences between themselves and other people.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Identify similarities and differences in people ✓ Recognise that we are all equal and that it is acceptable to be different ✓ Respect and value difference |
| | <p><u>Lesson 3:</u> <i>What are the similarities between girls and boys?</i></p> <p>In this lesson children will acquire the vocabulary to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> | <p>Learning objective: To learn about the similarities between boys and girls.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Describe similarities and differences between ourselves and others |

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| | | <ul style="list-style-type: none"> ✓ Name the main parts of the body ✓ Name body parts including male and female genitalia |
| Year 2 | <p><u>Lesson 1:</u> What is private? (body parts)</p> <p>2020 Statutory Guidance – BeingSafe:</p> <ul style="list-style-type: none"> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to report concerns or abuse, and the vocabulary and confidence needed to do so. | <p>Learning objective: To learn about what parts of our bodies are private.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recognise I have the right to protect my body from inappropriate or unwanted contact ✓ Label the parts of the body that are private ✓ Explain who they would speak to if their privacy was not respected |
| | <p><u>Lesson 2:</u> What happens when the body grows young to old?</p> | <p>Learning objective: To learn about the body and the human lifecycle.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recognise how all living things including humans start life as babies ✓ Identify key stages in the human life-cycle (baby, child, adult) ✓ Explore how I have changed since I was a baby |
| | <p><u>Lesson 3:</u> What is fair, unfair, kind and unkind?</p> <p>2020 Statutory Guidance – Caring friendships:</p> <ul style="list-style-type: none"> - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. | <p>Learning objective: To learn about what we mean when we use words such as fair, unfair, kind and unkind.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recognise when something is unfair or unkind. |

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| | | <ul style="list-style-type: none"> ✓ Recognise what is fair and kind behaviour, including recognising and responding to someone feeling lonely. ✓ Describe how to respond if someone was being unkind and who to tell about this. ✓ Give examples of kindness and unkind behaviours |
| Year 3 | <p>Lesson 1: What is personal space?</p> <p>2020 Statutory Guidance – Being Safe: <i>- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i></p> | <p>Learning objective: To learn about what is meant by personal space.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ List reasons why touch is important ✓ Describe what kind of physical contact is acceptable or unacceptable. ✓ Describe how to respond to unwanted contact. ✓ Define what is personal space and personal boundaries. |
| | <p>Lesson 2: What does a healthy relationship look like?</p> <p>2020 Statutory Guidance – Families and people who care for me: <i>- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships: - how important friendships are in making us feel happy and secure, and how people choose and make friends. - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</i></p> | <p>Learning objective: To learn about what a healthy relationship looks like and what skills are required to maintain a relationship.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Recognise different types of healthy relationships ✓ Describe what makes a relationship unhealthy ✓ Understand how to develop positive |

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| | | <p>relationships, including recognising and responding so someone feeling lonely.</p> <ul style="list-style-type: none"> ✓ Identify who to talk to if worried and required support |
| | <p>Lesson 3: <i>Why is being equal important in relationships?</i></p> <p>2020 Statutory Guidance – Caring friendships: <i>- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i></p> | <p>Learning objective: To learn about the importance of equality.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Listen to others and respond or challenge other views appropriately ✓ Define the meaning of respect in relationships and the importance of working with others collaboratively ✓ Understand the importance of respecting other people's feelings |
| Year 4 | <p>Lesson 1: <i>What is diversity?</i></p> <p>2020 Statutory Guidance – Families and people who care for me: <i>- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</i></p> <p>Respectful relationships: <i>- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</i></p> | <p>Learning objective: To learn about the importance of diversity and celebrating difference.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Identify similarities and differences between people. ✓ Recognise diversity within our communities ✓ Describe different groups to which we are part of in our communities. ✓ Demonstrate respect for difference and communicate this to others |
| | <p>Lesson 2: <i>Do boys and girls have different roles?</i></p> | <p>Learning objective:</p> |

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| | | <p>To learn about the roles played by boys and girls.</p> <p>Learning outcomes:</p> <p>I can...</p> <ul style="list-style-type: none"> ✓ Identify simple gender stereotypes ✓ Define the meaning of the words 'stereotype' and 'discrimination' ✓ To reflect on what we feel about difference and that different things contribute to our identity ✓ Challenge stereotypical thinking |
| | <p>Lesson 3: <i>What changes happen to my body?</i></p> <p>2020 Statutory Guidance - Changing adolescent body:</p> <p>- about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - about menstrual wellbeing including the key facts about the menstrual cycle.</p> | <p>Learning objective:</p> <p>To learn about the changes that happen to my body when I become an adult and how to maintain my personal hygiene.</p> <p>Learning outcomes:</p> <p>I can...</p> <ul style="list-style-type: none"> ✓ Label the main parts of the body and how it differs for boys, girls, men and women. ✓ describe key body changes when men and women become adults ✓ Explain key steps required to maintain personal hygiene into adulthood. |
| Year 5 | <p>Lesson 1: <i>What are the different relationships in my life?</i></p> <p>2020 Statutory Guidance – Families and people who care for me:</p> <p>- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> | <p>Learning objective:</p> <p>To learn about the different relationships in my life.</p> <p>Learning outcomes:</p> <p>I can...</p> <ul style="list-style-type: none"> ✓ Identify different relationships in my life, including different types of family. |

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| | | <ul style="list-style-type: none"> ✓ Recognise the difference between good and bad secrets ✓ Describe what a healthy relationship looks like. ✓ Understand the feelings of others and how to respond to this, such as being lonely/ excluded ✓ Identify who I would approach for help |
| | <p><u>Lesson 2:</u> <i>What is puberty?</i></p> <p>2020 Statutory Guidance - Changing adolescent body: <i>- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - about menstrual wellbeing including the key facts about the menstrual cycle.</i></p> <p><i>This lesson includes information about the physical and emotional changes that happen when approaching and during puberty -(including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</i></p> | <p>Learning objective: To learn about puberty and what it means for me.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Label the main parts of the body, including genitalia. ✓ Describe how children change into adults so that they are able to reproduce and puberty is part of this process. ✓ Define puberty and list physical and emotional changes that happen to boys and girls during puberty. ✓ Describe how periods affect girls both physically and emotionally ✓ Explain the steps required to look after my body during puberty and how to manage my personal hygiene. |
| | <p><u>Lesson 3:</u> <i>What is unwanted touch?</i></p> <p>2020 Statutory Guidance – Being Safe: <i>- what sorts of boundaries are appropriate in friendships with peers and others (including in a</i></p> | <p>Learning Objectives: To learn about unwanted touch and where to find support if I need it.</p> <p>Learning Outcomes:</p> |

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| | <p><i>digital context). - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</i></p> <p><i>- how to report concerns or abuse, and the vocabulary and confidence needed to do so</i></p> | <p>I can...</p> <ul style="list-style-type: none"> ✓ Recognise that my body belongs to me and recall how to protect my body. ✓ Describe inappropriate and appropriate touch ✓ Explain the right to privacy and where on my body is private |
| | <p>Additional Lesson: Understanding FGM (Recommended to be delivered in conjunction with Lesson 3)</p> <p>2020 Statutory Guidance –Being Safe:</p> <p><i>-what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</i></p> <p><i>-about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</i></p> <p><i>- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</i></p> <p><i>- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</i></p> <p><i>- how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i></p> | <p>Learning objective: To learn about FGM and where to find support if needed.</p> <p>Learning outcomes:</p> <p>I can...</p> <ul style="list-style-type: none"> ✓ Recognise that my body belongs to me and recall how to protect my body. ✓ Describe inappropriate and appropriate touch ✓ Explain the right to privacy and where on my body is private ✓ Recall simple facts about FGM and understand that it is never acceptable. |
| Year 6 | <p>Lesson 1: What changes happen in my life?</p> | <p>Learning objective: To learn about how responsibilities, rights and duties are part of our lives now and how they will change in the future</p> <p>Learning outcomes:</p> <p>I can...</p> <ul style="list-style-type: none"> ✓ Identify how as we grow and change, we have increased independence and responsibilities ✓ Describe how to keep safe with increased independence |

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| | | <ul style="list-style-type: none"> ✓ Explain why I have more responsibilities as I grow older <p>Identify reasons why transition may be challenging</p> |
| | <p>Lesson 2: <i>What happens in a loving relationship (inc. marriage) and what is forced marriage?</i></p> | <p>Learning objective: To learn about how a loving relationship might result in marriage and what is meant by 'forced marriage'.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Identify the positive qualities and expectations for different relationships ✓ Describe different types of relationship, including marriage <p>Explain the similarities and differences between friendships and intimate relationships</p> <ul style="list-style-type: none"> ✓ Define forced marriage |
| | <p>Lesson 3: <i>How is a baby made?</i></p> | <p>Learning objective: To learn about reproduction.</p> <p>Learning outcomes: I can...</p> <ul style="list-style-type: none"> ✓ Define the term reproduction ✓ Label the male and female body parts associated with conception and pregnancy ✓ Identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults ✓ Explain that a baby is made when a sperm (male) meets an egg /ovum |

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| | | <p>(female) and then the fertilised egg settles into the lining of the womb (female)</p> <p>✓ Describe what pregnancy is, where it occurs and how long it takes in a human</p> |
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