

Fairlawn Primary Sex and Relationship Education (SRE) Curriculum

| Learning Objectives | Terminology |
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| Reception | |
| <p>Myself and Others:</p> <p>To recognise feelings. To recognise that our behaviour affects other people. To begin to identify some of their feelings. To recognise some of the ways that these are expressed. To recognise how feelings can influence our friendships.</p> | <p>Words used to describe emotions, such as angry, upset etc.</p> |
| <p>The Body:</p> <p>To know that humans produce babies that grow into children and then adults. To consider the way they have changed physically and emotionally since they were born. To begin to know the proper names for external parts of the body and to describe some of their functions. To understand why hygiene is important. To understand some basic hygiene routines.</p> | <p>Body parts: arms, legs, ears, eyes, fingers, mouth, toes, feet.</p> <p>Bath, shower, wash, soap, clean etc.</p> |
| <p>Family:</p> <p>To understand that families are meant to care for each other. To know who they can talk to at home and at school.</p> | |

| Year 1 | |
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| <p>The Body:</p> <p>To identify similarities and differences between themselves and members of the opposite gender. To understand that some people have fixed ideas about these. To recognise the proper names of body parts (including penis and vagina). To understand why it is important to keep clean. To understand how to look after particular parts of the body.</p> | <p>As in Reception, and penis, vagina.</p> |
| <p>Family:</p> <p>To understand that there are different types of families. To be able to describe their family and understand why families are special. To identify different ways that families care for each other. To identify special people in their lives and explain what makes them special.</p> | <p>Family, special, roles, care.</p> |

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| Year 2 | |
| <p>The Body:</p> <p>To describe differences between male and female bodies and name the parts. To understand the importance of keeping clean.</p> | <p>As in previous years, and penis, vagina, breasts.</p> |
| <p>Similarities and Differences: Male and Female (Challenging Stereotypes):</p> <p>To understand and respect differences and similarities between boys and girls and understand that this is part of the life cycle. To describe ways in which boys and girls can be different, including challenging stereotypes. To understand some differences between male and female animals. To understand that making new life needs a male and a female.</p> | <p>Stereotypes.</p> |
| <p>Family:</p> <p>To be able to describe their family and understand why families are special. To understand that there are different types of families. To challenge stereotypes about families.</p> | |

| Year 3 | |
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| <p>The Body:</p> <p>To recognise differences between males and females including body parts. To name internal and external body parts using the correct terminology (including penis, vagina, breasts, testicles, uterus). To understand the human life cycle and how the body changes. To describe the main stages of the human life cycle. To describe body changes that happen when a child grows up.</p> | <p>As in previous years, and penis, vagina, breasts, testicles, uterus.</p> |
| <p>Similarities and Differences: Male and Female (Challenging Stereotypes):</p> <p>To be able to recognise and challenge gender stereotypes. To understand that males and females can do the same tasks and do the same things. To understand that there are different stereotypes about what males and females can do (jobs, hobbies, friends, etc.).</p> | <p>Sexist, stereotype.</p> |
| <p>Family:</p> <p>To recognise that families are different and to challenge stereotypes about families.</p> | <p>Lesbian, gay, divorce, step-families, adoption, foster family.</p> |
| <p>Safety:</p> <p>To be able to use basic techniques to resist pressure. To be able to identify potential dangers in different environments. To recognise that pressure to behave in a dangerous or risky way can come from a variety of sources, including the media and friends. To understand who they can go to for support and help.</p> | <p>Peer pressure.</p> |
| <p>Due to the curriculum content, Year 3 will have an 'SRE Question and Answer Box' during Summer 1.</p> | |

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| Year 4 | |
| <p>The Body and Puberty:</p> <p>To identify some basic facts about puberty, reproduction and pregnancy. To understand how the body changes during puberty, including menstruation, and why. To understand that each person experiences puberty differently and at different ages. To identify some basic facts about pregnancy. To explore the impact of puberty on the body and the impact on physical hygiene. To understand how emotions change during puberty and understand how to seek help and support.</p> | <p>Puberty, reproduction, pregnancy, sperm, egg, pubic hair, menstruation, hips, periods, womb, hormones</p> |
| <p>Similarities and Differences: Male and Female (Challenging Stereotypes):</p> <p>To be able to recognise and challenge gender stereotypes. To understand that males and females can do the same tasks and do the same things.</p> | |
| <p>Family:</p> <p>To recognise that families are different and to challenge stereotypes about families.</p> | <p>Lesbian, gay, divorce, step-families, adoption, foster family.</p> |
| <p>Due to the curriculum content, Year 4 will have a 'SRE Question and Answer Box' during Summer 1.</p> <p>Following teaching of puberty and menstruation, children will have question and answer sessions in single sex groups.</p> <p>To use appropriate language when discussing puberty. To identify sources of information and advice.</p> | |

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| Year 5 | |
| <p>The Body and Puberty:</p> <p>To explore the physical and emotional changes which occur during puberty. To understand the role that hormones play in this process. To understand that menstruation and wet dreams are a normal part of growing up. To understand why girls and women have periods. To understand how to manage periods and wet dreams.</p> | <p>Puberty, reproduction, pregnancy, sperm, egg, pubic hair, menstruation, hips, periods, womb, hormones, erection, tampon, sanitary towel, wet dreams, menstrual cycle.</p> |
| <p>Similarities and Differences: Male and Female (Gender Stereotypes):</p> <p>To understand how our attitudes about gender and sexuality may be affected by factors including age, religion, and culture. To recognise and challenge gender stereotypes. To understand the role that the media plays in causing inequality of opportunity.</p> | <p>Sexuality,</p> |
| <p>Relationships:</p> <p>To learn strategies to deal with feelings in the context of relationships. To identify feelings and understand how they affect behaviour. To understand that feelings change during puberty and that these changes affect our relationships. To explain the differences between friendships and intimate relationships.</p> | <p>Love, intimate, sexual intercourse, gay, lesbian.</p> |
| <p>Family:</p> <p>To recognise that families are different and to challenge stereotypes about families.</p> | |
| <p>Due to the curriculum content, Year 5 will have a 'SRE Question and Answer Box' during Summer 2.</p> <p>Following teaching of puberty and menstruation, children will have question and answer sessions in single sex groups.</p> | |

To use appropriate language when discussing puberty.
To identify sources of information and advice.

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| Year 6 | |
| <p>The Body and Puberty:</p> <p>To explore emotional and physical changes which occur during puberty. To explain how and why the body changes in puberty in preparation for reproduction. To understand the role that hormones play in this process, including estrogen and testosterone. To openly discuss puberty and reproduction.</p> | Breasts, periods, penis, testicles. |
| <p>Similarities and Differences: Male and Female (Gender Stereotypes):</p> <p>To identify physical differences between males and females. To recognise and challenge gender stereotypes.</p> | |
| <p>Relationships and Reproduction:</p> <p>To consider reproduction in the context of relationships and explain how babies are made. To explore the processes of conception and pregnancy, including the use of contraception. To discuss different types of adult relationships (heterosexual, homosexual).</p> | Egg, sperm, fallopian tube, ovary, uterus, glands, semen, fertilisation, contraception, heterosexual, homosexual. |
| <p>Family:</p> <p>To recognise that families are different and to challenge stereotypes about families. To recognise that both men and women can take on parental roles and responsibilities. To identify skills or qualities needed to be a parent or carer. To understand the different needs of babies and children and how these are met by caregivers.</p> | |
| <p>Due to the curriculum content, Year 6 will have a 'SRE Question and Answer Box' during Summer 2.</p> <p>The majority of sessions will be taught in single sex groups with question and answer sessions built into each session.</p> <p>To use appropriate language when discussing puberty. To identify sources of information and advice.</p> | |

Teaching of SRE:

The SRE curriculum is to be delivered to each group during the half term indicated below.

| Year Group | Half Term |
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| Reception | Spring 1 |
| Year 1 | Spring 2 |
| Year 2 | Spring 2 |
| Year 3 | Summer 1 |
| Year 4 | Summer 1 |
| Year 5 | Summer 2 |
| Year 6 | Summer 2 |

The PSHE leader will meet with each year group during the previous half term to discuss teaching and learning, and to review the letter to be sent to parents.