

## Appendix A – Ashby Willesley Primary School

### Relationships and Health Education Curriculum

***Bold specifics – any writing in bold is non- statutory within the RSE curriculum.***

<b>Year Group</b>	<b>Relationships and Health Specifics taught (Cambridgeshire Scheme)</b>	<b>Example Vocabulary</b>	<b>Science Specifics taught -</b>
<b>EYFS</b>	Family and special people (including different family units) Emotions Similarities, differences and diversity Valuing the body – looking after it and keeping it clean	penis vulva bottom nipple	<p><u>In Understanding The World</u> Children develop an understanding of growth, decay and changes over time. Children look closely at similarities, differences, patterns and change. Children make observations of animals and plants, and explain why some things occur and talk about changes.</p> <p><u>In Physical Development, Health and Self-Care</u> Children observe the effects of activity on their bodies. Children eat a healthy range of foodstuffs and understand that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. Children know the importance for good health of physical exercise, and a healthy diet and can talk about ways to keep healthy and safe.</p> <p><u>In PSED – Making Relationships</u> Children can demonstrate friendly behaviour, initiate conversations and forming good relationships with peers and familiar adults. Children can show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>
<b>Year 1</b>	Beginning and belonging – home and school My Emotions Diversity and communities What can my amazing body do?	penis vulva bottom nipple	Children should be taught to - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

	How can I stay healthy?		<i>Non-statutory guidance - Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</i>
<b>Year 2</b>	Family and friends - Anti-bullying Drug education – learning about medicine, injections and keeping safe Personal safety – trust, what to do if you're worried, identifying private body parts and saying NO to unwanted touch How do babies grow and change – what's growing in that bump? Stable and caring relationships Managing change	penis vulva bottom nipple	Children should be taught to - notice that animals, including humans, have offspring which grow into adults. Pupils should also be taught to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  <i>Non-statutory guidance – Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</i>
<b>Year 3</b>	Beginning and belonging – building relationships in school My Emotions – valuing yourself, managing emotions and caring for other people's feelings Managing safety and Risk – making decisions in risky situations Digital Lifestyle – making healthy and safe decisions The difference between male and female bodies Healthy lifestyles – diet, exercise, mental health, teeth	As previous years breasts	Pupils should be taught to 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. Pupils should also be taught to identify that humans and some other animals have skeletons and muscles for support, protection and movement  <i>Non-statutory guidance - Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</i>
<b>Year 4</b>	Family and Friends – healthy relationships on and offline, trust and empathy Anti – Bullying Medical and legal drugs Personal safety – contact, secrets, early warning signs if I don't feel safe	As previous year	Pupils should be taught to describe the simple functions of the basic parts of the digestive system in humans and to identify the different types of teeth in humans and their simple functions

	Online contact and conduct Responsibilities and secure relationships Changes – what has happened in the past/future, loss of a pet or a loved one How did I begin? – lifecycle of a human, seed and egg		<i>Non-statutory guidance - Pupils should be introduced to the main body parts associated with the digestive system eg mouth, tongue, teeth, oesophagus, stomach and small intestine and explore questions that help them to understand their special functions</i>
<b>Year 5</b>	Beginning and belonging – valuing and welcoming others, seeking support Mental wellbeing Managing Safety and Risk Puberty -To know and understand about the physical changes that take place at puberty, why they happen and how to manage them. Talk about the body confidently and appropriately, personal hygiene Healthy Lifestyles	Penis Testicles Vagina Vulva  Menstruation and vocabulary related to puberty eg pubic area	Pupils should be taught to describe the differences in life cycles of a mammal, an amphibian, an insect and a bird and describe the life processes of reproduction in some plants and animals.  Pupils should also be taught to describe the changes as humans develop to old age.  <i>Non-statutory – Pupils should find out about different types of reproductions including sexual and asexual reproduction in plants and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching gestation periods of other animals and comparing them with humans.</i>

### Relationships, Sex and Health Education Curriculum

<b>Year Group</b>	<b>RSE Specifics taught</b>	<b>Vocabulary</b>	<b>Science Specifics taught</b>
<b>Year 6</b>	<b>Sexual reproduction</b> To know about the facts of the human lifecycle, <b>including sexual intercourse.</b> Healthy friendships and relationships on and offline Anti-bullying – prejudice, technology and social media Drugs - medicines, alcohol, smoking, solvents and illegal drugs and why people use them Appropriate and inappropriate contact / touch Changes	All vocabulary related to male and female external and internal reproductive organs  Vocabulary related to sexual reproduction eg erection, ejaculation,	Pupils should be taught to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood and to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  Pupils should also be taught to – recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

			<p><i>Non-statutory guidance - Pupils should be introduced to the idea that characteristics are passed from parents to their offspring. <b>Note:</b> At this stage, pupils are not expected to understand how genes and chromosomes work.</i></p> <p><i>They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments and lead to evolutionary change. Pupils might find out about Charles Darwin's work on evolution.</i></p>
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