

JYS Relationships and Sex Education – Long Term Plan

Following Cambridgeshire PDP Scheme of Work, together with use of PSHE Association and Medway Public Health Directorate resources

Please note that the titles in italics after keys question below refer to the relevant strands of the new statutory Relationships Education and Health Education curriculum.

Please refer to our 'PSHE Long Term Plan' to see how the units below fit into our wider PSHE scheme, which covers the other statutory objectives of the Relationships Education and Health Education curriculum.

Year R

Healthy and Safer Lifestyles 1 - My Body and Growing Up

- Valuing the body
- Body parts
- My teeth
- Shapes and sizes
- Self care skills
- Change and responsibilities

- What does my body look like?
- How has my body changed as it has grown?
- What can my body do?
- What differences and similarities are there between our bodies?
Vocabulary: penis, vagina.
- How can I look after my body and keep it clean?
- How am I learning to take care of myself and what do I still need help with?
- Who are the members of my family and trusted people who look after me?
- How do I feel about growing up?

Year 1

Healthy & Safer Lifestyles – Relationships and Sex Education

- External parts of the body
- My amazing body
- Germs
- Hand washing

- What are the names of the main external parts of the body? *Being Safe*
Vocabulary: bottom, nipples, penis, testicles, breasts, vagina.
Statutory NC Science Y1: including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.
- When am I in charge of my actions and my body? *Being Safe*
- How can I keep my body clean? *Health & Prevention*
- How can I avoid spreading common illnesses and diseases? *Health & Prevention*

Year 2

Healthy & Safer Lifestyles - Relationships and Sex Education

- Babies to children to adults
- Growing up
- Caring families
- Family variety
- Marriage
- Changing responsibilities

- How do babies change and grow? **Statutory NC Science Y2:**
Pupils should be taught to notice that animals, including humans, have offspring which grow into adults. They should be introduced to the processes of reproduction and growth in animals, with a focus on growth; they should not be expected to understand how reproduction occurs. E.g. egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.
- How have I changed since I was a baby? **Statutory NC Science Y2:** Growing into adults can include reference to baby,

toddler, child, teenager, adult.

- What do babies and children need from their families? *Families & People Who Care For Me*
- Which stable, caring relationships are at the heart of families I know? *Families & People Who Care For Me*
- What are my responsibilities now I'm growing up? *Changing Adolescent Bodies*

Year 3

Healthy & Safer Lifestyles - Relationships and Sex Education

- Male and female bodies
- Talking about bodies
- Valuing the body's uniqueness & capabilities
- Responsibilities for hygiene
- Preventing spread of illnesses

- How are male and female bodies different and what are the different parts called? *Being Safe*

Vocabulary: bottom, anus, nipples, penis, testicles, scrotum, breasts, vagina.

- When do we talk about our bodies, how they change, and who do we talk to? *Being Safe*
- Why is it important to keep myself clean? *Health & Prevention*
- What can I do for myself to stay clean and how will this change in the future? *Health & Prevention*
- How do different illnesses and diseases spread and what can I do to prevent this? *Health & Prevention*

Year 4

Healthy & Safer Lifestyles - Relationships and Sex Education

- Stages of human life cycle
- Being grown up
- My responsibilities
- Families' responsibilities
- Caring families

- What are the main stages of the human life cycle?

Life Cycle vocabulary: birth, baby, child, adolescent, adult, middle age, old age, death.

- What does it mean to be 'grown up'? *Changing Adolescent Bodies*
- What am I responsible for now and how will this change? *Changing Adolescent Bodies*
- How do different caring, stable, adult relationships create a secure environment for children to grow up? *Families & People Who Care For Me*

Year 5

Healthy & Safer Lifestyles - Relationships and Sex Education

- Names of sexual parts
- Puberty
- Physical and emotional change
- Menstruation
- Developing body image
- Changing hygiene routines
- Viruses and bacteria

- What are male and female sexual parts called and what are their functions? *Being Safe*

Vocabulary:

Male - penis, testicles, pubic hair, scrotum, urethra, semen, sperm, sperm duct, ejaculation, wet dream.

Female - breasts, urethra, pubic hair, vulva, vagina, ovary, egg, fallopian tube, uterus, cervix, period.

- How can I talk about bodies confidently and appropriately? *Being Safe*
- What happens to different bodies at puberty? *Changing Adolescent Bodies*

Statutory NC Science Y5:

Pupils should be taught to describe the changes as humans develop to old age.

- *What might influence my view of my body?*
- How can I keep my growing and changing body clean? *Health & Prevention*
- How can I reduce the spread of viruses and bacteria? *Health & Prevention*

Year 6

Healthy & Safer Lifestyles - Relationships and Sex Education

- Human lifecycle
- Sexual reproduction
- Changing emotions and relationships
- Responsibility for others
- Love and care
- Marriage & civil partnership
- Families

- What are the different ways that babies are conceived and born? **Sex Education**

Learning about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age-appropriate detail.

Learning about vaginal birth and caesarean section in age-appropriate ways, reflecting the experiences of children and families they know.

Vocabulary:

Male - penis, anus, testicles, pubic hair, scrotum, urethra, semen, sperm, sperm duct, prostate gland, ejaculation, wet dream.

Female – breasts, labia, clitoris, anus, urethra, pubic hair, vulva, vagina, ovary, egg, endometrium, fallopian tube, uterus, cervix, period.

- What effect might puberty have on people's feelings and emotions? *Changing Adolescent Bodies*
- How can my words or actions affect how others feel, and what are my responsibilities? *Mental Wellbeing*
- What should adults think about before they have children? *Families & People Who Care For Me*
- Why might people get married or become civil partners? *Families & People Who Care For Me*
- What are different families like? *Families & People Who Care For Me*