

Policy for Relationships, Health and Sex Education

Appendix A: Mid Trent Multi Academy Trust Agreed Curriculum Content and Vocabulary for Relationships, Health and Sex Education, September 2020

National Curriculum – Statutory Content					Additional Content
<i>No parental right to withdraw from statutory content</i>					<i>Parental right to withdraw</i>
Science Understanding of the World	Relationships Education Making Relationships / Managing Feelings and Behaviour / People and Communities	Health Education Self Confidence and Self Awareness / Health and Self-care	Vocabulary Using and understanding the correct words to name and explain	Sex Education	
R <p>Understanding of the World</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns, and change. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. 	<p>Making Relationships</p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Plays co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. Shows sensitivity to others’ needs and feelings. Forms positive relationships with adults and other children <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Is aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Talks about how they and others show feelings. Talks about their own and others’ behaviour and its consequences and know that some behaviour is unacceptable. Work as part of a group or class and understand how to follow the rules. Adjusts their behaviour to different situations. Takes changes of routine in their stride. <p>People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Talks about past and present events in their own lives and in the lives of family members. Knows that other children do not always enjoy the same things and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Is confident to try new activities. Can say why they like some activities more than others. Is confident to speak in a familiar group. Will talk about their ideas. Will choose the resources they need for their chosen activities. Says when they do or don’t need help. <p>Health and Self-care</p> <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Is usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. Knows the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe. Manages their own basic hygiene and person needs successfully, including dressing and going to the toilet independently. 	<p>Scientific / Health Vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, boy, girl, baby, child, teenager, adult, life cycle, change, grow,</p> <p>Relationships Vocabulary: feelings, love, care, PANTS rule (See NSPCC)</p>	N/A	

National Curriculum – Statutory Content				Additional Content
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Science	Relationships Education	Health Education	Vocabulary Using and understanding the correct words to name and explain	Sex Education
<p>Y1</p> <p>Animals including humans:</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Describe how the body changes as we grow. I can describe the needs of animals and that these may have a cost attached to them. I can identify some needs humans have. <p><i>NB. Pupils should have plenty of opportunities to learn the names of the main body parts through games, actions, songs and rhymes.</i></p>	<p>Me and My Relationships</p> <ul style="list-style-type: none"> I can recognise things which make me special and unique and I can describe the range of groups I belong to. I can identify and describe a person who is special to me and I can identify ways that families care for each other I can describe a good friend. I can demonstrate skills to be a good friend. <p>Me and Other People</p> <ul style="list-style-type: none"> I can recognise that I am a member of different groups and communities. Also, I can describe how it might feel to be excluded from a group. I can describe different types of teasing and strategies for dealing with teasing. <p>Relationships Education</p> <ul style="list-style-type: none"> Identify our own special people. Explain what makes them special to us and why they are important in our lives. Describe the different ways our special people care for us. Recognise how we can care for them in return. Recognise the main stages of the human life cycle (baby, child, adult). Recognise the process of growing takes time and describe what changes when people grow from young to old. Identify ways we are more independent now than when we were younger. Describe our feelings about growing and changing. 	<p>Happy and Healthy me</p> <ul style="list-style-type: none"> I can name the main parts of the body. I can describe how I have changed since I was born and how I might change in the future. I can name some things that help me keep physically healthy. I can identify things which help me feel emotionally healthy. <p>Me and My Safety</p> <ul style="list-style-type: none"> I can identify some things which can be harmful if they go inside my body and I can use strategies to overcome worries about a substance going into my body. I can identify some things which might be dangerous in the home and I can explain what I might do if I find something which could be dangerous at home. I can describe ways to keep myself safe when walking and when in the car. I can identify a range of people who help to keep us safe. I can remember that 999 is the number to call in an emergency. 	<p>Scientific / Health Vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, boy, girl, gender, baby, child, teenager, elderly, life cycle, change, grow.</p> <p>Relationships Vocabulary: feelings, love, care, comfortable feeling, uncomfortable feeling, special, person, people, friend, family, caring, help, thanks</p>	N/A

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<p>Y2</p>	<p>Animals including humans:</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring that grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food, air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p><i>NB. Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i></p>	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • I can describe how my behaviour affects other people and I can play and work co-operatively with others. • I can identify that there are different types of teasing and bullying and I can recognise that teasing and bullying are wrong and unacceptable. • I can explain why relationships might change. • I can say who I could go to and how to get help <p>Me and Other People</p> <ul style="list-style-type: none"> • I can describe differences and similarities between boys and girls. • I can question assumptions about what boys and girls can do. • I can describe different types of families. • I can describe similarities between people of different races in the UK. <p>Relationships Education</p> <ul style="list-style-type: none"> • Describe gender similarities and differences between ourselves and others. • Challenge simple stereotypes about boys and girls. • Recognise and use the correct names for main parts of the body. 	<p>Happy and Healthy Me</p> <ul style="list-style-type: none"> • I can describe how to keep different parts of the body clean. • I can name things people could be allergic to. • I can describe how common infections are spread. • I can describe the components of a balanced diet. • I can describe the contribution physical activity and sleep make to well-being. <p>Me and My Safety</p> <ul style="list-style-type: none"> • I can name some unsafe situations. • I can describe how to keep myself safe in relation to people. • I can explain the difference between secrets and surprises. <p>Me and My School</p> <ul style="list-style-type: none"> • I can recognise and name a range of feelings (positive and negative). • I can explain ways to deal with different feelings particularly negative ones. 	<p>Scientific / Health Vocabulary: same, different, male, female, boy, girl, body, born, private parts, sex parts, penis, testicles, vagina, vulva, gender, clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor, pharmacist, first aid, emotional health, feelings, fruit, vegetables and food groups.</p> <p>Relationships Vocabulary: Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, courtesy, manners, right, wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk, share</p>	<p>N/A</p>
<p>Y3</p>	<p>Plants:</p> <ul style="list-style-type: none"> • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p><i>NB. Pupils might work scientifically by: discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</i></p> <p>Animals, including humans:</p> <ul style="list-style-type: none"> • 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. 	<p>Me and Other People</p> <ul style="list-style-type: none"> • I can describe myself in a range of ways. • I can describe what a community is, and I can identify some institutions which support the community. • I can recognise the range of identities in our wider community today. <p>Me and My Relationships</p> <ul style="list-style-type: none"> • I can recognise that families come in many different forms and can explain why children might be in different family arrangements. • I know that actions have consequences, and I am able to anticipate the results of them. • I can describe features of a positive friendship and I can discuss feelings about arguments. • I know when and where to get help. <p>Relationships Education</p>	<p>Happy and Healthy Me</p> <ul style="list-style-type: none"> • I can list some of the components of a balanced diet and recognise a balanced meal. • I can reflect on my own diet and recognise the benefits of healthy eating. • I can list the opportunities I have to make choices for myself and I recognise the influences on my choices. • I can express an opinion on a food related issue. • I can identify the differences between males and females, and I can name the main internal and external parts of the body. <p>Me and My Safety</p> <ul style="list-style-type: none"> • I can identify risk in a range of situations. • I can explain rules for keeping safe on the road. • I can recognise that sometimes we know what to do but we do something else. • I can explain that medicines should be used properly, or they can be harmful. 	<p>Scientific / Health Vocabulary: Pollination, pollen, male, ovule, female, seed, Penis, testicles, breasts, vulva, vagina, womb a range of vocabulary to describe different feelings, emotion, health, body, mind, good, not so good, action, behaviour, situation, variety, benefit, tooth decay.</p> <p>Safe, unsafe, risk, identify, help, rules, crossing, medicines, drugs, safety, keeping safe, decisions, pressure, influence, influence, assertive, persuade</p> <p>Relationships Vocabulary: Safe, unsafe, risk, identify, help, rules, crossing, medicines, drugs, safety, keeping safe, decisions,</p>	<p>N/A</p>

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	<ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection, and movement. <p><i>NB. 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. They might research different food groups and how they keep us healthy.</i></p>	<ul style="list-style-type: none"> Recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours). Explain why friendship and having friends is valuable. Identify how friends show they care for and value each other. Describe what is most important in a friendship. Identify what helps maintain friendships. Describe feelings when disagreements and conflict occur. Identify what can help and not help if there are friendship problems. Demonstrate strategies for solving arguments with peers. 	<ul style="list-style-type: none"> I understand and I can resist peer and media pressure. I can explain which parts of my body are private and I can explain the underwear rule. I can explain what to do if I experience unacceptable touches. I can explain the difference between secrets and surprises. I know who can help and support me. 	<p>pressure, influence, influence, assertive, nervous, brave, compromise, frightened, think, persuade, sensible, negotiate, family, parent, carer, partner, mum, dad, grandparents, step mum, stepdad, choice, consequences, friend, good, skills, arguments, fair, unfair, friend, friendship, special, close, caring, valuable, different, qualities, important, argument, quarrel, fall-out, making-up, apologise, solve, solution, bisexual, gay, lesbian, disability, carer, adopted, fostered, same sex, step family.</p>	
<p>Y4</p>	<p>Animal, including humans:</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions <p><i>NB. Pupils should be introduced to the main body parts associated with the digestive system and explore questions that help them to understand their special functions. Pupils might work scientifically by: finding out what damages teeth and how to look after them.</i></p>	<p>Me and My Relationships</p> <ul style="list-style-type: none"> I can explain that feelings change during puberty and that feelings and actions can impact on others . I can explain that some parts of my body are private, and nobody should make me do something I do not want to do or makes me feel bad. I know when it is right to 'break a confidence' or 'share a secret'. I can describe ways to deal positively with experiences and situations of loss, separation, and death. I have considered whether it is ever acceptable to use violence to resolve arguments <p>Me and Other People</p> <ul style="list-style-type: none"> I recognise the range of identities in Britain today. I can explain why respect and tolerance are important. <p>Relationships Education</p> <ul style="list-style-type: none"> Identify some of the physical changes that happen to bodies during puberty. Explain that puberty begins and ends at different times for different people. Use scientific vocabulary for external male and female body parts/genitalia. Describe how emotions and relationships may change during puberty. 	<p>Happy and Healthy Me</p> <ul style="list-style-type: none"> I can explain what makes me ill and I can recognise ways to reduce the spread of bacteria and viruses. I can identify different types of allergies and I can describe what to do if I am with someone who is having a severe allergic reaction. I can describe ways we can help ourselves feel better when we are ill. Also, I can explain reasons medicines could be dangerous. I can explain how smoking can affect health and the benefits of being a non-smoker. I can explain what a habit is and recognise a habit can be good or bad. I can explain that during puberty the body changes from a child into an adult. I can reflect on how I have changed naturally and how I may change in the future. I know that changes are a natural part of growing up and that change is a gradual process. I can say who I can talk to if I have any concerns. <p>Me and My Safety</p> <ul style="list-style-type: none"> I can explain how rules and laws keep people safe. I can list potential hazards at home, in school and the local area. I can explain ways to keep safe online. I can explain ways they can keep myself safe (in given situation). 	<p>Scientific / Health Vocabulary: digestion, mouth, tongue, oesophagus, stomach, small intestine, large intestine, saliva, liver, pancreas, faeces, anus puberty, change, grow, mature, child, teenage, adult, private parts, genitals, vulva, vagina, penis, testicles, breasts, pubic hair, Adam's apple, drug, danger, risk, drugs, tobacco, alcohol, smoke, negative, positive, lungs, cancer, irritate, smoke free, benefits, habit, life cycle, grow, change, develop and mature, puberty, inevitable, grow, bigger, taller, heavier, stronger, danger, hazard, risk, rule, law, breaking, safe, online, passwords, personal information, CEOP button</p> <p>Relationships Vocabulary: Feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable, feelings, lost, separated, died, relief, regret, remember, support, share, violence, enemy, acceptable, responsibility, roller coaster, up</p>	<p>N/A</p>

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<p>Y5</p>	<p>Living Things and their Habitats:</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. <p><i>NB. Pupils should observe life-cycle changes in a variety of living things. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might observe changes in an animal over a period of time comparing how different animals reproduce and grow.</i></p> <p>Animals including humans:</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age <p><i>NB. 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 the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows</i></p>	<ul style="list-style-type: none"> Explain where we can get the help and support we need in relation to puberty. <p>Me and My Relationships</p> <ul style="list-style-type: none"> I have explored my own perception of gender and challenged stereotypes. I can understand how the media can affect how I think. I can describe the different sorts of relationships I have and how relationships change. I can describe the important qualities in a friend/partner. I can explain why some people choose to marry and others do not. I can discuss feelings about secrets and friendships, and I know that some secrets are unhealthy and that it is ok to ask for help. I can identify some family problems which might occur, and I can identify where I can get help if I need it. I can identify different types of families and explain why it is important to show respect for differences. <p>Relationships Education</p> <ul style="list-style-type: none"> Explain how and why it is important to keep clean during puberty. Describe ways of managing physical change during puberty. Respond to questions and give advice to others about puberty. Use scientific vocabulary for external and internal male and female body parts. Explain what happens during menstruation (periods). Explain what is meant by ejaculation and wet dreams. 	<ul style="list-style-type: none"> I can define risk. <p>Happy and Healthy Me</p> <ul style="list-style-type: none"> I can identify components of a healthy lifestyle. I can list things which have a positive and negative impact on physical health. I can identify factors which affect emotional health. I can explain the main physical and emotional changes which occur during puberty. I can explain what menstruation is, why menstruation only happens to females and how it happens <p>Me and My Safety</p> <ul style="list-style-type: none"> I can describe times when I do not feel safe and I can list things that will help keep me safe in a given situation. I can describe some techniques for resisting pressure. I can understand difference between being passive, assertive, and aggressive. I can list people who help to keep me safe and healthy. I can explain how overcoming a fear can be a positive experience. 	<p>and down, frustrated, angry, sexy feelings, adolescent, advice, support.</p> <p>Scientific / Health Vocabulary: internal, inside, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, clitoris, labia, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, re-useable, Adam’s apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, pubic hair, hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, overcome, positive, risk taking, safe, unsafe, a range of feelings, behave, appropriate, choice, responsibility, peer pressure, resist, refuse, aggressive, passive, assertive, body language</p> <p>Relationships vocabulary: stereotype, gender, individuals, expectations, discrimination, relationships, love, feelings, partner, marry, marriage, commitment, legal, lifelong, secret, risk, responsibility, unhappy, unsafe, help, family, love, care, difference, respect</p>	<p>N/A</p>
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<p>Y6</p>	<p>Animals including humans:</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans <p><i>NB. Pupils should build on their learning from Y3 & Y4 about the main body parts and internal organs to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i></p>	<p>Me and My Relationships</p> <ul style="list-style-type: none"> I can identify what I am and am not looking forward to as I grow up. I can explain about some impacts of gender stereotypes. I can explain some possible consequences of racial bullying. <p>Me and Other People</p> <ul style="list-style-type: none"> I can express my own point of view and that of others. I can explain how over time people can make a difference. I can explain what stereotyping is. I can explain strategies I can use to manage difficult situations. <p>Relationships and Sex Education</p> <ul style="list-style-type: none"> Describe the physical and emotional changes that occur during puberty and how to manage these Identify myths and facts about puberty, and what is important for a young person to know Demonstrate how to begin conversations (or ask questions) about puberty with people that can help us describe some changes that happen as we grow up Identify the range of feelings associated with change, transition to secondary school and becoming more independent Describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities Identify different kinds of loving relationships Describe the qualities that enable these relationships to flourish Explain the expectations and responsibilities of being in a close relationship Recognise how relationships may change or end and what can help people manage this. 	<p>Happy and Healthy Me</p> <ul style="list-style-type: none"> I can explain key facts about health and well-being. I can list the physical, emotional, and social changes that take place during puberty and I can explain strategies to manage feelings and experiences during puberty. I can use the correct names for and functions of the internal organs of the body. I can explain what menstruation is and about the menstrual cycle. <p>Me and My Safety</p> <ul style="list-style-type: none"> I can explain some of the effects and dangers of drugs on the individual, communities, and environment. I can use basic first aid skills including getting help. I can list some sources of help and advice available to people my age. 	<p>Scientific / Health Vocabulary: puberty, emotional, physical, social, compromise, negotiate, vagina, bladder, penis, menstruation, periods, Reproductive organs, puberty, breasts, ovaries, uterus, physical health, mental health, change, balance, choice, teenager, adult, changing, growing, physical, emotions, feelings, bodies, now, future, Love, respect, consent, commitment, female, male, human, circulatory system, blood vessel, heart, pump, vein, capillary, artery, lungs, oxygen, carbon dioxide, gaseous exchange, respiration, exercise, pulse rate, heart chambers, heart valves, stethoscope, blood group, muscle, skeleton, smoking, drugs, illegal, prescription, recreational drugs, law, illegal, legal, effect, risk, health, community, society, choice, consequence, advice, first aid, help, emergency, support, affirmation, transition</p> <p>Relationships Vocabulary: strong feelings, human rights, romantic relationships, intimate relationships, marriage, civil partnership, transgender, consent, - change, life cycle, baby, toddler, child, adolescent, teenager, adult, middle-age, older person, growing up, feelings, emotions, independence, relationship, friendship, couple, love, positive, qualities, values, expectations, responsibility, responsibilities</p>	<p>Conception and Contraception:</p> <ul style="list-style-type: none"> Identify the links between love, committed relationships / marriage, and conception. Explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults. Explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female). <p>Vocabulary: reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, vagina, labia, clitoris, vulva, penis, testicles, scrotum, sperm, semen, erection, ejaculation, egg, conception, embryo, pregnant, birth, sexual intercourse, contraception, condom</p>
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