



Woodfield Primary School - Relationships and Health Education 2021-22

Relationships	
Year 1	Year 2
<p><u>What is the same and different about us? (Relationships)</u> Respecting similarities and differences in others; sharing views and Ideas</p> <p>To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p> <p><u>Who is special to us? (Healthy relationships)</u> Understand what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p>	<p><u>What is bullying? (Relationships)</u> Understand how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p><u>What makes a good friend? (Relationships)</u> Listening to others and playing cooperatively; Appropriate and Inappropriate touch; teasing and bullying</p>
<p><u>NSPCC – The PANTS rule (Spring term) – (Link) Talk PANTS &amp; Join Pantosaurus - The Underwear Rule   NSPCC</u></p>	

Year 3	Year 4	Year 5	Year 6
<p><u>What keeps us safe? (Health and wellbeing)</u></p> <ul style="list-style-type: none"> <li>To consider similarities and differences between sexes (males and females).</li> <li>understand that their body belongs to them and should not</li> </ul>	<p><u>How will we grow and change? (Health and wellbeing)</u></p> <ul style="list-style-type: none"> <li>To begin to understand the changes that happen to girls and boys during puberty.</li> </ul>	<p><u>What makes up our identity? (Health and wellbeing)</u></p> <ul style="list-style-type: none"> <li>To understand that puberty can bring about social changes as well as physical and emotional changes.</li> </ul>	<p><u>What changes as we become more independent? (Relationships)</u></p> <ul style="list-style-type: none"> <li>How puberty relates to growing from childhood to adulthood</li> </ul>



<p>be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</p> <ul style="list-style-type: none"> <li>• How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• To know and understand that you have to take extra care with personal hygiene as we grow older.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise how we and others may feel about these changes.</li> <li>• To identify ways of managing these feelings associated with puberty.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise that with new changes come new responsibilities and interests.</li> <li>• To explore ways to manage changes of puberty.</li> </ul> <p>How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p> <ul style="list-style-type: none"> <li>• To celebrate the person each pupil will become as they experience the changes of puberty.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the process of puberty means we are able to reproduce</li> <li>• To know and understand the process of conception.</li> </ul> <p><u>How are babies born</u></p> <ul style="list-style-type: none"> <li>• To understand the physical and emotional needs of a baby</li> <li>• To understand the reproductive organs and process and how babies are conceived and born</li> <li>• To understand how having a baby changes your life</li> <li>• that there are ways to prevent a baby being made</li> </ul>
<p><u>What are families like? (Relationships)</u></p> <ul style="list-style-type: none"> <li>• How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> </ul>	<p><u>Project GIVE (Menstrual cycle)</u></p> <ul style="list-style-type: none"> <li>• To be aware that periods happen to girls as part of the changes during puberty.</li> <li>• To understand that periods start at different times for different girls.</li> <li>• To begin to understand how to manage periods.</li> </ul>	<p><u>Why is consent important? (Relationships)</u></p> <ul style="list-style-type: none"> <li>• To look at how relationships will change as they grow up.</li> <li>• To recognise that they all have different types of relationships.</li> <li>• To be aware of the qualities that make a good friend.</li> </ul>	<p><u>How do friendships change as we grow? (Relationships)</u></p> <ul style="list-style-type: none"> <li>• To understand that secrets can be good and bad and to recognise the different feelings associated with these.</li> <li>• To identify appropriate touches within a variety of relationships.</li> </ul>



		<ul style="list-style-type: none"><li>• To begin to explore love and relationship qualities with a boyfriend/girlfriend.</li></ul>	<ul style="list-style-type: none"><li>• To recognise what to do and who they can talk to if in a situation where they feel uncomfortable.</li></ul>
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