

\* Updated November 2022

# Curriculum Plan

## Relationships and Sex Education (RSE)

*'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'*

### **Nebula Spirituality Statement**



RSE						
Class 1 (Year R and 1)						
	Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking For Help
YR	Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognize what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.
Y1	Pupils are able to communicate about feelings, to recognize how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work collaboratively including strategies to resolve simple arguments through negotiation.	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.

Class 2 (Years 2 and 3)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking For Help
<b>Y2</b>	Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them.	Pupils understand the can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that make them feel uncomfortable, worried or afraid.
<b>Y3</b>	Pupils can identify their personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.

Class 3 (Years 5 and 6)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking For Help
<b>Y4</b>	Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors including family types and personal identity.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.
<b>Y5</b>	Pupils can anticipate how their emotions may change as they approach and/or move through puberty.	Pupils can anticipate how their body may change as they approach and/or move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission.	Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen.
<b>Y6</b>	Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.