


Relationships education

Y1 <i>No specific unit of work for this year group.</i>	Y2 <i>No specific unit of work for this year group.</i>	Y3 <i>No specific unit of work for this year group.</i>	Y4 Boys and girls, families	Y5 Growing up and changing	Y6 Respectful Relationships
			<p>1. Pupils learn to understand and respect the differences and similarities between people</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to define difference and similarity understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that. 	<p>1. Pupils learn about the way we grow and change throughout the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify changes throughout the human life cycle understand change is on-going understand change is individual 	<p>SINGLE GENDER GROUPS</p> <p>1. Pupils revisit learning and understanding of puberty.</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify the physical, emotional, behavioural and physical changes that occur during puberty for both males and females understand that puberty is individual and can occur any time between 8-17
			<p>SINGLE GENDER GROUPS</p> <p>2. Pupils learn about the biological differences between male and female animals and their role in the life cycle</p> <p>Pupils</p> <ul style="list-style-type: none"> know that female mammals give birth and nurse their young can describe the biological differences between male and female mammals (including humans). 	<p>SINGLE GENDER GROUPS</p> <p>2. Pupils learn the physical changes associated with puberty (Single gender groups.)</p> <p>Pupils</p> <ul style="list-style-type: none"> know that changes occur between age 8-17 that turn us from children to young adults identify physical changes associated with puberty understand that everyone's experience of puberty is different and that it begins and ends at different times 	<p>2. Pupils learn what values are important to them in respectful relationships.</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify positive qualities and expectations from a variety of relationships (friendships and family relationships)
			<p>3. Pupils learn about growing from young to old and that they are growing and changing</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify key stages in the human life cycle understand some ways they have changed since they were babies understand that all living things including humans start life as babies 	<p>3. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to describe how feelings and behaviour change during puberty can devise strategies for managing these changes understand how changes during puberty can affect relationships with other people 	<p>SINGLE GENDER GROUPS</p> <p>3. Pupils learn about human reproduction in the context of the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> know how babies are made can describe the biological differences between male and female humans know what pregnancy is, where it occurs and how long it takes opportunities to ask and answer questions
			<p>4. Pupils learn that everybody needs to be cared for and ways in which they care for others</p> <p>Pupils</p> <ul style="list-style-type: none"> understand that we all have different needs and require different types of care identify ways we show care towards each other understand the links between needs, caring and changes throughout the life cycle 	<p>SINGLE GENDER GROUPS (X2 SESSIONS)</p> <p>4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing (menstruation and wet dreams).</p> <p>Pupils</p> <ul style="list-style-type: none"> can describe menstruation and wet dreams can explain effective methods for managing menstruation and wet dreams. can describe how to care for their bodies during puberty (hygiene) opportunities to ask and answer questions 	<p>4. Pupils learn about roles and responsibilities of carers and parents</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify some of skills and qualities needed to be parent and carer understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children can recognise that both men and women can take on these roles and responsibilities
					<p>5. Pupils learn about different types of family and how their home-life is special.</p> <p>Pupils</p> <ul style="list-style-type: none"> know that others' families within school or in the wider World sometimes look different from their family but that they should respect those differences. Identify what is special and different about their home life. Understand families care for each other in a variety of ways.
				<ul style="list-style-type: none"> 	<ul style="list-style-type: none">  I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). I can explain the importance of self regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).