



Relationships and Sex Education (RSE)

Purpose of the Relationships and Sex Education Policy

Address the new mandatory teaching of Relationships Education and a Relationships and Sex Education Policy which is required in all schools.

Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE

Enable parents and carers to support their children in learning about RSE

Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils.

Definition of RSE

We define RSE (within PSHE) as being part of lifelong learning about the emotional, social, physical and healthy aspects of growing up, which including relationships and sex education. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitative relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps builds self-esteem and confidence to view their sexuality positively.

Aim

Every child at Dulwich Wood is entitled to receive healthy relationships education regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs.

Relationships and Sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. **Knowledge and understanding** including emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed (some of this knowledge and understanding will also be taught in science, through quality texts in literacy and via the history curriculum).
2. **Personal and Social skills** including talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful

relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including online

(all these skills are taught across the curriculum and underpin our school values and are explicitly taught in RE, PSHE and PE lessons and in Assemblies, all year groups cover internet safety and cyberbullying).

3. **Attitude and values** including feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity of family groups, sexuality and promoting gender equality.

(these values underpin our school values of caring, collaboration, community and creativity as well as how we promote British values around tolerance and respect).

Why we believe relationships and sex education is important at Dulwich Wood

(from DFE statutory guidance - Sex and relationships education (SRE) for 21st Century)

High quality SRE helps create school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children have the right to a good quality education as set out by UN convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty and want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Good Enough Yet report.
- RSE plays a vital role in meeting safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and, under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities for adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and play a crucial part in meeting these obligations

What we do at Dulwich Wood to ensure our relationships and sex education is high quality

Ensure it is a partnership between home and school and Parents/carers are aware of why and what we are teaching.

Actively seek children's views and consider their prior knowledge to influence lesson planning and teaching.

Start the programme in early years and continue to the end of Y6 to ensure issues re addressed and the curriculum is relevant at each stage of the child's development and maturity.

Use a recognised scheme to teach about relationships (Coram Scarf) and sex education (the Christopher Winter's lessons) which ensure progression and age appropriacy. These schemes ensure Teachers:

- have the appropriate materials to enable them to feel confident in what they are teaching
- know that their content is medically and factually correct
- know that criteria set out in the schools identified RSE aims is being systematically and fully covered.

Content and organisation

RSE will be taught through a planned programme in PSHE as well as in Science. This will ensure it covers the statutory biological aspects as well as the social and emotional aspects.

RES contributes to PSHE and Citizenship by ensuring that all children

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name body parts and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty

We have a statutory duty to teach the RSE elements of the Science National Curriculum.

KS1

That animals including humans move, feed, grow, use their senses and reproduce

To recognise and compare the main external parts of the bodies of humans

That humans and animals can produce offspring and these grow into adults

To recognise similarities and differences between themselves and others and treat others with sensitivity.

KS2 (Lower)

That the life processes common to humans and other animals include nutrition, growth and reproduction

The main stages of the human life cycle.

KS2 (Upper)

Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents

Understand the role of evolution and inheritance in the development of the human race as well as understanding how physical characteristics may become more or less developed through reproduction over time.

What is taught in each year group and how will Parents/Carer know?

The RSE curriculum is an integral part of the whole school PSHE education provision which is based on the Coram SCARF scheme of work. SCARF is an online resource for early years to year 6, it is broken down into suggested half-termly units, taught for 1 hour a week and covers knowledge and understanding, personal and social skills and attitudes and values.

The SCARF materials will be complemented by materials provided by the Christopher Winter Project which are aligned to the Science National Curriculum.

For consistency these specific lessons are usually taught in the Summer term and parents in KS2 are informed prior to the lessons being taught. Parents are invited to come into school and view the scheme of work their child will be taught and, should they wish to, are given the opportunity to view any videos in advance.

TEACHING RSE WITH CONFIDENCE IN PRIMARY SCHOOLS - CURRICULUM OVERVIEW

Reception: My body, my relationships

Lesson 1: Caring Friendships

Lesson 2: Being Kind

Lesson 3: Different Families

Lesson 4: My Body My Choices

Year 1: Growing up, staying safe

Lesson 1: Different Friends

Lesson 2: Growing and Changing

Lesson 3: Body Safety (Online and Off)

Lesson 4: Families and Care

Year 2: Differences

Lesson 1: Gender Stereotypes

Lesson 2: Male and Female

Lesson 3: Naming Body Parts

Lesson 4: My Body Belongs to Me

Year 3: Valuing difference and keeping safe

Lesson 1: Body Differences

Lesson 2: Personal Space and Consent

Lesson 3: Families and People who Help Us

Lesson 4: Staying Safe and Getting Help Online

Year 4: Growing up with Respect

Lesson 1: Changes

Lesson 2: What is Puberty

Lesson 3: Healthy Friendships

Lesson 4: Valuing Difference

Year 5: Puberty and personal boundaries

Lesson 1: Talking about Puberty

Lesson 2: The Reproductive System

Lesson 3: Puberty Help and Support

Lesson 4: Respect Boundaries and Being an Upstander

Year 6: Puberty, relationships and reproduction

Lesson 1: Puberty and Reproduction

Lesson 2: Communication and Consent
in Relationships

Lesson 3: Families, Conception and Pregnancy

Lesson 4: Communication and Respect in
Relationships and Online

NB: Teachers in UKS2 are offered support in delivering these lessons and how to ensure they keep themselves safe, all lessons follow the same sequence of establishing ground rules at the beginning of each session, children are reminded that if the teacher has a safe guarding concern it will be acted upon in the normal way. The welfare of our children is always central to our policy and practice and any disclosures made will be reported via CPOMs.

Given our educational and safeguarding duties, teachers may find that they discuss certain topics as and when they arise through children's questioning and comments. For example, in a literacy lesson where the text alludes to certain issue such as gender identity or in a history lesson where a specific theme such as race relations or gender inequality may be being explored. Teachers will not be expected to exclude children from these incidental moments of learning if they arise but will answer any questions in age appropriate and sensitive ways.

Children cannot withdraw from all of the Christopher Winter's lessons but only those elements of the lessons that fall outside of the statutory science curriculum.

At Dulwich Wood we aim to work collaboratively with parents and carers and where a request for withdrawal is insisted upon, even after materials have been shared and a discussion had with the Head Teacher or a Senior Leader, then a decision will be made on a case by case basis.

Parents/carers will know in advance of what is being taught in SRE, and for home learning children will bring home a RSE reflection booklet where they will be asked to write about what they have learnt and to share any questions that they may still have. This will be another opportunity for Parents/carers to talk to their children and support them with their knowledge and understanding, as well as a way for Teachers to know what follow-up is necessary.

Management, Monitoring and Evaluation of RSE

The PSHE coordinator with the support of Senior Leaders in consultation with the school staff will manage this subject.

Overall responsibility for this policy is with the school Leadership team and the Governing body.

The PSHE subject lead with Senior Leader support will:

- Monitor and evaluate the RSE programme and feedback to SLT and Governors
- Liaise with whole school community
- Update and evaluate resources
- Assess staff training needs
- Keep up to date with current legislation
- Discuss with any interested parents/carers the content of the RSE programme

This policy is a working document and was been shared with a RSE working party.

*The Christopher Winter Project resources have been updated to meet 2025 statutory guidance for Relationships, Sex and Health Education.

Appendix 1: Scheme of Work

RECEPTION: SCHEME OF WORK - MY BODY, MY RELATIONSHIPS

Teach
SRE

Key Vocabulary: happy, sad, shy, angry, worried, proud, uncomfortable, friend, kind, help, share, sorry, welcome, family, grown-up, body, hug, touch, ask, yes, no, no thank you

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Caring Friendships	Learning Intention To explore how friendships can help us feel happy and how we can welcome others. Learning Outcomes I can say how friends make us feel. I can show a kind way to welcome someone. I can spot when someone might feel left out.	Reception lesson 1 social story Elephant glove puppet or toy Pictures of children at school	PSED and Communication and Language ELGs (see full mapping document) Relationships education Caring friendships (CF1, CF2, CF3) Respectful, Kind relationships (RR1, RR6)
Lesson 2 Being kind	Learning Intention To explore what happens when friends fall out and how we can make things better. Learning Outcomes I can say why friends sometimes get upset with each other. I can show kind ways to make up after an argument. I know that hurting someone is never okay.	Reception lesson 2 social story Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh	PSED and Communication and Language ELGs (see full mapping document) Relationships education Caring friendships (CF5, CF6) Respectful, Kind relationships (RR1, RR3, RR6) Being Safe (BS1)
Lesson 3 Different families	Learning Intention To recognise that families can look different and that families help and care for each other. Learning Outcomes I can spot ways families can be different. I can name people who are part of a family. I can say one way families help each other.	Reception lesson 3 Social Story Elephant glove puppet or toy Families pictures Paper and drawing materials	PSED and Communication and Language ELGs (see full mapping document) Relationships education Families and people who care for me (F2, F3)
Lesson 4 My Body, My Choices	Learning Intention To understand that everyone likes different kinds of touch and that we can say what feels okay or not okay for our body. Learning Outcomes I can say when I like something and when I don't. I can show a kind way to say "no thank you". I know that some people like hugs and some people don't	Reception lesson 4 social story Ezza the Elephant puppet or toy A second puppet or soft toy 'Huggy the Bear' (e.g., a very cuddly character)	PSED and Communication and Language ELGs (see full mapping document) Relationships education Respectful, Kind relationships (RR2, RR3, RR4, RR7) Being Safe (BS1, BS3)

YEAR 1: SCHEME OF WORK - GROWING UP, STAYING SAFE

Teach
SRE

Key Vocabulary: friend, kind, different, lonely, private parts, body, penis, vulva, grown-up, baby, toddler, child, teenager, adult, elder, help, safe, proud, family, talk, screen, camera, online, trust, feelings, scared, happy, cross, calm, excited, unsure

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Different Friends	Learning Intention To learn how to be a kind and welcoming friend, even when people are different to us. Learning Outcomes I know that friends can be different from me. I can say one way to be kind to a new friend.	Talking object Yr 1 – Lesson 1 – Story card Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils	Relationships education Caring friendships (CF 2, 3) Respectful, Kind relationships (RR5)
Lesson 2 Growing and Changing	Learning Intention To understand how we grow and change. To learn the correct names for private parts of the body. Learning Outcomes I can name something I can do now that I couldn't do as a baby. I know the right names for the private parts. I know that some parts of my body are private.	Talking object Year 1 - Lesson 2 – Social Story Story bag containing one of the Drawings of Newborn Babies (you can use either), soap, flannel, school jumper Drawings of newborn babies Lifecycle picture cards Lifecycle whiteboard summary	Relationships Education Being safe (BS2, BS3) Health Education Developing bodies (DB3) Science Curriculum (S1)
Lesson 3 Body Safety (Online and Off)	Learning Intention To understand that our private body parts are private, even when we are using screens or video calls. Learning Outcomes I know what private means. I know that no one should ask to look at or touch my private parts. I know I can speak to a trusted adult if I feel unsure or unsafe.	Talking object Drawings of babies Year 1 – Lesson 3 – Social Story A jumper (to represent Jai), a pair of trousers and a smartphone or tablet Drawing materials	Relationships education Respectful, Kind relationships (RR2) Online safety and awareness (OS1) Being safe (BS2, 3, 6, 7)
Lesson 4 Families & Care	Learning Intention To know that families can be different To identify adults we can talk to when something doesn't feel right. Learning Outcomes I know that families can look different. I know it's okay to talk to someone if something makes me feel worried or upset. I can name a safe adult I could talk to.	Talking object Year 1 Lesson 4 Social Story Story bag - containing ball and school jumper Families pictures	Relationships education Families and people who care for me (F2, F3, F4, F6) Respectful, Kind Relationships (RR11) Being safe (BS1, BS6, BS7)

YEAR 2: SCHEME OF WORK - DIFFERENCES

Teach
SRE

Key Vocabulary: boy, girl, same, different, fair, unfair, stereotype, male, female, animal, baby, body, body parts, private, genitals, penis, vulva, scrotum, nipples, touch, boundaries, consent, ask, stop, safe, trust, help

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Gender stereotypes	Learning Intention To explore and challenge gender stereotypes Learning Outcomes I can explain that boys and girls can like the same things. I can give an example of something people think only boys or girls like - and say why that's not always true. I can notice when someone is treated unfairly for liking something.	2 large PE hoops Boy/Girl/Everyone labels Bag of objects and clothing to explore gender stereotypes (e.g. hairbrush, something pink/blue, ball, trainers, trousers, kilt) or Pictures of objects and clothing Fair or Unfair sorting cards	Relationships education Respectful Kind Relationships (RR5, RR10)
Lesson 2 Male and Female	Learning Intention To explore how male and female animals and humans are biologically different and to understand how this is part of the lifecycle Learning Outcomes I can spot some body differences between male and female animals. I can explain how we usually tell if a baby is male or female. I know that a baby is made by a male and a female	Talking object Pictures of male and female animals Clothed Babies picture cards Drawings of newborn babies	Health Education Developing bodies (DB1) Science curriculum (S2)
Lesson 3 Naming Body parts	Learning Intention To focus on sexual difference and name body parts Learning Outcomes I can name the private parts using scientific words. I can describe how male and female bodies are different. I understand that most body parts are the same for everyone.	2 large PE Hoops Hoop labels Body Parts picture cards Body Parts worksheet	Relationships education Being safe (BS2) Health Education Developing bodies (DB3) Science Curriculum (S1)
Lesson 4 My body belongs to me	Learning Intention To understand body privacy, personal boundaries, and the importance of consent. Learning Outcomes I know my body belongs to me. I can notice when someone doesn't want to be touched. I can ask for help if something feels wrong.	Talking object Social Story – Tonia and the tickles What are the clues? Pictures	Relationships education Being safe (BS1, BS2, BS3) Respectful relationships (RR1, RR2, RR7, RR11)

YEAR 3: SCHEME OF WORK - VALUING DIFFERENCE AND KEEPING SAFE

Teach
SRE

Key Vocabulary: unique, body, private, male, female, penis, scrotum, vulva, vagina, uterus, consent, personal space, boundaries, uncomfortable, safe, unsafe, secret, trusted adult, help, respect, online, message, photo, camera

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Body Differences	Learning Intention To understand that all bodies are unique and to know some of the differences between male and female bodies. Learning Outcomes I can talk about how people's bodies are similar and different I can name the private parts of the body using scientific words I know it's never okay to make fun of someone's body	It's OK to be different, Todd Parr Slides: male and female bodies Body difference matching cards	Relationships education Respectful relationships (RR5, RR8, RR9) Health Education General wellbeing (GW7) Developing bodies (DB3) Science curriculum (S1)
Lesson 2 Personal Space and Consent	Learning Intention To understand personal space, body boundaries and what to do if someone makes us feel uncomfortable Learning Outcomes I can say what personal space means and why it matters I know it's okay to say "No" to touch that I don't like I know how to get help if something makes me feel unsafe	Unwanted touch scenarios PANTS cards	Relationships education Families and people who care for me (F6) Being safe (BS1, BS3, BS4, BS5, BS6, BS7) Respectful relationships (RR2, RR3, RR7, RR11)
Lesson 3 Families and People Who Help Us	Learning Intention To understand that families can be different and to know who I can talk to if I feel upset, worried or unsafe Learning Outcomes I can name some different kinds of families I can talk about how family members help and care for each other I can name at least two people I could talk to if I needed help	Families pictures Who can I talk to? worksheet The Family Book, Todd Parr	Relationships education Families and people who care for me (F1, F2, F3, F4, F6) Respectful, Kind Relationships (RR11) Being safe (BS4, BS6, BS7)
Lesson 4 Staying Safe and Getting Help – Online	Learning Intention To understand how to stay safe online and what to do if someone makes us feel uncomfortable or unsafe in a message, photo or video Learning Outcomes I can explain why my body is private online as well as offline I know what to do if someone sends or asks for something that makes me feel worried or confused I can name a trusted adult I could talk to if something online didn't feel right	Advice Scenarios Advice Scenarios Teacher Guide Pictures of staff and the school safeguarding team	Relationships education Online safety and awareness (OS1, 2, 3, 4, 5, 6) Being safe (BS1, 2, 3, 4, 5, 6) Health Education Wellbeing Online (WO1, 4, 5, 8, 10, 11)

YEAR 4: SCHEME OF WORK - GROWING UP WITH RESPECT

Teach
SRE

Key Vocabulary: puberty, private parts, lifecycle, emotions, reproduction, periods, sperm, penis, vulva, vagina, testicles, scrotum, uterus, nipples, breasts, armpits, pubic hair, mood swings, wet dreams, respect, fairness, feelings, friendship, kind, honest, boundaries, personal space, stereotype, difference, unique, upstander, trust, support, identity, confident

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Changes	Learning Intention To understand that puberty is an important stage in the human lifecycle Learning Outcomes I can name stages in the human lifecycle. I can describe some physical changes that happen during puberty. I can use agreed words to name male and female body parts.	Whiteboard slides – Lifecycle Whiteboard slides – Bingo images Whiteboard slides – Lifecycle quiz Body Part Bingo cards Body Changes pictures Lifecycle Quiz answers	Health Education Developing bodies (DB 1, 3) Science curriculum (S1, S4)
Lesson 2 What is puberty?	Learning Intention To learn about the emotional and physical changes of puberty, including how the body prepares for reproduction. Learning Outcomes I can describe some physical and emotional changes that happen during puberty. I can explain that these changes help the body get ready for having a baby in the future (if someone chooses to). I know that puberty starts at different times for different people.	Puberty Card Sort Puberty Card Sort whiteboard summary Body Changes worksheet	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, S4)
Lesson 3 Healthy Friendships	Learning Intention To explore healthy and unhealthy friendships and how to balance our own needs with the needs of others. Learning Outcomes I can describe what makes a friendship feel respectful and fair. I can explain how to be kind while still speaking up about my own feelings.	Healthy Friendships cards Freeze frame scenario cards Relationship pictures	Relationships education Caring friendships (CF1, 2, 4, 5, 6, 7) Respectful, Kind relationships (RR 3, 4, 5, 6)
Lesson 4 Valuing Difference	Learning Intention To explore what makes people unique and how to show respect for those who are different from us. Learning Outcomes I can describe what makes me unique I can explain what a stereotype is and why it can be unfair. I can think of kind ways to respond when someone is treated unfairly.	Circle talk object Sorting labels and statements Stereotype scenario cards	Relationships education Families and people who care for me (F3) Caring friendships (CF1, 2, 4, 5, 6, 7) Respectful, Kind relationships (RR 5, 8, 10) Health Education General wellbeing (GW 4, 7)

YEAR 5: SCHEME OF WORK - PUBERTY AND PERSONAL BOUNDARIES

Teach
SRE

Key Vocabulary: puberty, physical changes, menstruation, periods, menstrual products, sperm, egg, semen, erection, pubic hair, sweat, breasts, spots, emotional changes, wet dreams, vagina, vulva, uterus, ovaries, testicles, penis, ejaculation, foreskin, hormones, boundaries, personal space, consent, assertive, kindness, empathy, upstander, fairness, inclusion, self-esteem, identity, stereotypes, peer pressure, support, trusted adult

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Talking about puberty	Learning Intention To learn about the main physical and emotional changes during puberty. Learning Outcomes I can describe the main physical and emotional changes that happen during puberty I can ask questions about puberty with confidence and respect	Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides Pupil Questions template	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4)
Lesson 2 The Reproductive System	Learning Intention To understand the changes to the reproductive system in puberty. Learning Outcomes I can explain how puberty affects the reproductive organs I can describe what happens during menstruation and sperm production I can talk about how these changes might make people feel.	Reproductive System slides Puberty Changes Teacher Guide Menstrual Cycle animation Male Changes PowerPoint Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Selection of menstrual products	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4)
Lesson 3 Puberty Help and Support	Learning Intention To learn how to care for our bodies and feelings during puberty, and where to find support. Learning Outcomes I can explain how to stay clean and healthy during puberty. I can describe how puberty might affect emotions and friendships. I can name safe places or people I can go to for advice and support.	Kim's Game items Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Problem Page Teacher Guide	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4)
Lesson 4 Respect, Boundaries and Being an Upstander	Learning Intention To understand how respecting ourselves and others helps us to set healthy boundaries and build positive relationships. Learning Outcomes I can show what it looks like to be assertive but kind. I can explain how to set and respect boundaries. I can give one example of how to be an upstander.	Upstander Scenarios	Relationships education Caring friendships (CF 2, 6) Respectful and kind relationships (RR 2, 4, 5, 6, 8, 9)

YEAR 6: SCHEME OF WORK - PUBERTY, RELATIONSHIPS AND REPRODUCTION

Key Vocabulary: puberty, reproduction, sexual intercourse, penis, vagina, testicles, clitoris, vulva, sperm, egg, fertilization, conception, fallopian tubes, uterus, pregnancy, adoption, fostering, IVF, consent, communication, boundaries, respect, privacy, appropriate, inappropriate, pressure, assertive, permission, online, offline, bullying, harassment, discrimination, sexuality, safety, report, trusted adult, empathy, responsibility

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Puberty and reproduction	Learning Intention To understand how the body changes during puberty in preparation for reproduction. Learning Outcomes I can describe some changes that happen during puberty. I can explain why these changes prepare the body for reproduction. I can use the correct scientific words for body parts and processes. I can talk about puberty and reproduction with confidence.	Puberty Changes Teacher Guide Puberty Body Part slides Reproduction question sheet Reproduction answer cards Reproduction whiteboard summary Pupil question template	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4) <i>Contains non-statutory Sex Education. Parents have the right to withdraw</i>
Lesson 2 Communication and consent in relationships	Learning Intention To understand why communication is important in relationships and why consent matters before any kind of physical touch. Learning Outcomes I can describe why communication is important in friendships and relationships, especially before physical touch is involved. I can explain what consent means. I can recognise when consent is given, not given, or withdrawn. I can explain how both words and body language can show consent.	Communication and Touch cards	Relationships Education Caring friendships (CF4) Respectful Kind relationships (RR 1, 2, 3, 4) Being safe (BS 3)
Lesson 3 Families, conception and pregnancy	Learning Intention To understand how families can be formed and how a baby is conceived and begins to grow. Learning Outcomes I can describe the decisions that have to be made before having children I can describe how a baby is conceived and begins to grow. I can use the correct scientific words when talking about conception and pregnancy. I can explain why consent is important in sexual relationships.	Couple pictures How does a baby start? cards How does a baby start? whiteboard summary	Relationships education Families and people who care for me (F 1, 2, 3, 4, 5) Science curriculum (S2, S3, S5) <i>Contains non-statutory Sex Education. Parents have the right to withdraw</i>
Lesson 4 Communication and respect in relationships and online	Learning Intention To understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable. Learning Outcomes I can explain why some things are safe, positive and appropriate to share, and others are not I can recognise when online behaviour (like editing photos, sharing adult content, or using sexualised language) is harmful. I can describe how harmful content or bullying online can make someone feel. I can explain what steps I can take if I feel pressured, bullied, or shown something inappropriate	Communication Scenario cards Advising a friend - Teacher guide	Relationships education Respectful relationships (RR9, RR11) Online safety and awareness (OS 1, 2, 3, 4, 5, 6) Being safe (BS 1, 2, 4, 5, 6, 7) Health Education General wellbeing (GW7) Wellbeing Online (WO 1, 4, 5, 7, 8, 10, 11)