

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Summer 2	Changing Me: <ul style="list-style-type: none"> Forming good relationships Naming the main body parts (eg eyes, ears, arms, legs etc) Knowing how to keep fit and healthy (eg healthy food and snacks) 	Jigsaw
Year 1	Autumn 1	Science Curriculum – The Human Body <ul style="list-style-type: none"> Naming body parts. 	Knowledge Based Curriculum
Year 1	Autumn 2	Science Curriculum – Animals and Their Needs <ul style="list-style-type: none"> That animals, including humans, have offspring which grow into adults. 	Knowledge Based Curriculum
Year 1	Spring 2	Healthy Me: <ul style="list-style-type: none"> Why my body is amazing and ways to keep it safe and healthy. How being healthy helps me to feel happy 	Jigsaw
Year 1	Summer 1	Relationships: <ul style="list-style-type: none"> Why I appreciate someone who is special to me 	Jigsaw
Year 1	Summer 2	Changing Me <ul style="list-style-type: none"> Identify parts of the body that make boys different to girls and can use the correct name for these: penis, testicles, vagina. I respect and understand which parts are private. 	Jigsaw
Year 2	Spring 1	Human Body <ul style="list-style-type: none"> Exercise Healthy eating 	Knowledge Based Curriculum
Year 2	Summer 2	Relationships: <ul style="list-style-type: none"> Things that cause conflict between me and my friends. Use positive problem solving techniques to resolve conflicts with my friends.	Jigsaw
Year 2	Summer 2	Changing Me: <ul style="list-style-type: none"> Recognise the physical differences between boys and girls, use the correct name for parts of the body (penis, testicles and vagina) and appreciate that some parts of the body are private. Be able to say what you like / don't like about being a boy / girl. 	Jigsaw

Year 3	Autumn 1	Science Curriculum – Cycles in Nature: <ul style="list-style-type: none"> Life Cycles- The life cycle of butterflies, plants and amphibians: birth, growth and reproduction. 	Knowledge Based Curriculum
Year 3	Spring 2	Healthy Me: <ul style="list-style-type: none"> Can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help. Express how being anxious or scared feels. 	Jigsaw
Year 3	Spring 2	Science Curriculum – The Human Body <ul style="list-style-type: none"> Taking care of your body 	Knowledge Based Curriculum
Year 3	Summer 1	Relationships <ul style="list-style-type: none"> Explain how some of the actions and work of people around the world help and influence my life. Show an awareness of how this could affect my choices. 	Jigsaw
Year 3	Summer 2	Changing Me <ul style="list-style-type: none"> Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about changes happening to me and know how to cope with these feelings. 	Jigsaw
Year 4	Spring 2	Healthy Me <ul style="list-style-type: none"> Recognise when people are putting me under pressure and can explain ways to resist this when I want to. Identify feelings of anxiety and fear associated with peer pressure 	Jigsaw
Year 4	Summer 1	Relationships <ul style="list-style-type: none"> Explain different points of view on animal rights issues Express my own points of view on this 	Jigsaw
Year 4	Summer 2	Changing Me <ul style="list-style-type: none"> Identify what I am looking forward to in Yr 5 Reflect on changes I would like to make when I am in Yr 5 and describe how I would go about this. 	Jigsaw
Year 5	Autumn 2	Celebrating Differences <ul style="list-style-type: none"> Describe the different types of bullying Help people who are being bullied and encourage bullies to make other choices. 	Jigsaw
Year 5	Summer 1	Science Curriculum – Life Cycles and Reproduction <ul style="list-style-type: none"> Asexual reproduction, sexual reproduction, reproduction in animals, growth stages of animals. 	Knowledge Based Curriculum

Year 5	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • How to stay safe when using technology • Resist pressures to use technology in ways that may be risky or cause harm to myself or others. 	Jigsaw
Year 5	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • How boys' and girls' bodies change during puberty • Express how I feel about the changes that will happen to me during puberty. 	Jigsaw
Year 6	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • Recognise when people are trying to gain power or control • Demonstrate ways I can stand up for myself when others are trying to gain power. 	Jigsaw
Year 6	Summer 1	<p>Science Curriculum – The Human Body</p> <ul style="list-style-type: none"> • Human growth stages, adolescence and puberty. • The human reproductive system 	Knowledge Based Curriculum
Year 6	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • How a baby develops from conception through the nine months of pregnancy and how it is born. • How I feel about the development and birth of a baby. 	Jigsaw

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage / civil partnerships represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous

	<ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

