

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Reception	Managing feelings Sharing Gentle hands and Hearts	Making Mistakes Taking Good Care of Myself Being Curious	Sleep Trusted Adults Follow my Lead	Cities, Towns, Land and Seas The Great Outdoors Fire Safety	Planting Our Food Road Safety Animals	Water Safety Marching to the Beat of your own Drum Technology
1	Braving the Weather Road Safety Understanding Difficult Feelings	Emergency Services Being Happy What is friendship? First Aid/ CPR	Being Mindful Communication A Problem Shared is a Problem Halved	Trust Respecting Others Kind vs Unkind Safety Symbols	Food Safety and What Not to Eat Water Safety My Growing Body	Getting Your Sleep Hygiene and Me Signalling and Sign Language
2	Cyber Safety Happiness It's Okay to Not be Okay	Positive Friendships Feeling Sad Dealing with Loss Personal Goal Setting	The Art of Failure Fire Safety Relaxation Screen Safety	Respecting all Families My Private Body Medicines and Drugs Fight or Flight	Desert Island Navigation Environment	Protecting Our Planet Wildlife (Yr1) Forest Survival Adapting to Change
3	Relationships with Others Helping Others to Get Help Change is Good Staying Safe Online	Self-image Anxiety, Stress and Mindfulness The Power of Words - STOP Grow Mindset Social media Body Confidence	Problem Solving and Time Management Self-worth Personal Hygiene Safety with Household Meds	My Body, Your Body Keeping Healthy Gender Vaccinations and Disease The World of Work	Who Can We Trust? Different Kinds of Friendships Democracy and Law Sun Safety	Culture and Liberty Anger stress and mindfulness Exercise Global Warming – What can we do to help?
4	Respect Problem Solving and Resourcefulness Screen Time	Bullying My Body, Your Body - Keeping Safe Being Responsible What's Love?	Where Does My Food Come From? Healthy Eating and a Balanced Diet The Importance of Physical Activity All about Tik Tok	Sleep Family Relationships Earning Money Fairtrade: Change through Choice	Leadership Identity and Gender Consent Government and Rules The Recreational Drugs of Alcohol and Nicotine	Freedom in Beliefs Everything Will Be All Right Try and Try Again Relaxing to Re-Charge
5	Learning Power of Words – Mouldy Rice Laws and Parliament Social Media – Being Confident	Dealing with Adversity Homophobic Language in Schools Responsibility and Inspiration Fairtrade: Same Storm, Different Boat	Keeping My Body the Same My Body Changes Expressing Love Differently as you grow The NHS	Communicating Effectively The Digital World Junk Food	Identity, Gender and Sexuality Supporting the Community Freedom of Speech and Movement Borrowing Money	Nutritional Values The Human Body Respecting Others – Boundaries and Beliefs Caffeine – Helpful or Harmful?

6	Tax Entrepreneurship Banks First Aid Social Media – Tik Toc	Organisation of Life Power of Negotiation The Power of Words – Clean up you Speech Identity, Gender and Sexuality The Power of Love – Inequality within relationships	Learning to Working How to Write a CV Self-Perception	The Government Lawmakers and Activists Drugs, Alcohol and Smoking	My Amazing Body (Sex Education) Transition	Rights and Radicalisation Feeling Anxious Recognising and Controlling Anger
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RHE sessions **British Values** **E-Safety** **Financial Literacy/ Career Development** **Emotional and Mental Well-Being**

DfE Statutory Guidance (Relationships Education – no right to withdraw):

Families and people who care for me:

- 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* 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:

- 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:

- 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
- 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.
- 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:

- 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.

DfE Non-Statutory Guidance (Sex Education – right to withdraw):

Questions pertaining to sex or sexuality that go beyond what is set out for Relationships Education, sexual reproduction in humans, the reproductive cycle in human conception, female genital mutilation (FGM).

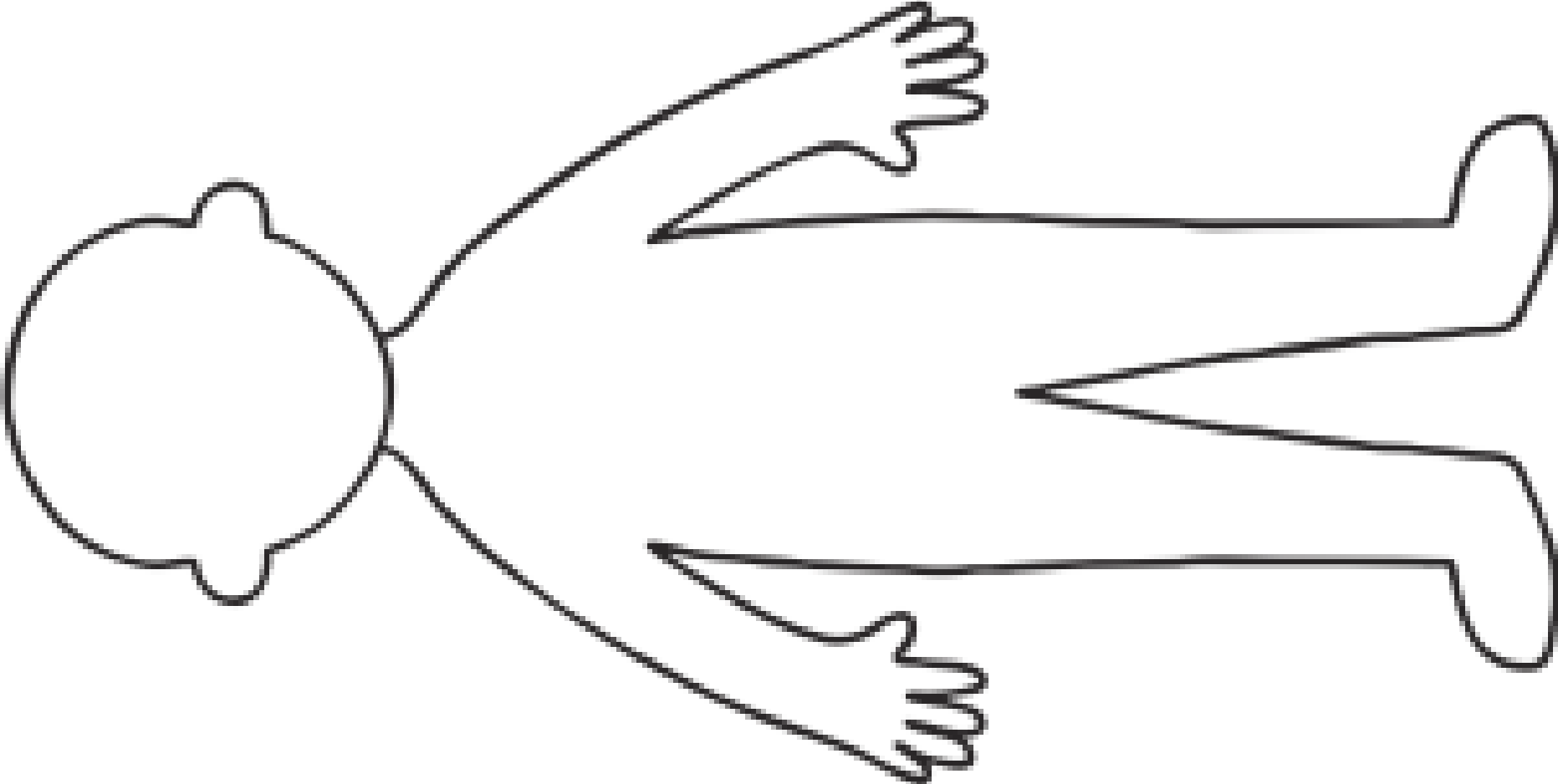
However, many schools choose to teach Relationships and Sex Education because it supports 'pupils' ongoing emotional and physical development' as they transition to secondary school. The Department for Education recommends that 'all primary schools should have a Sex Education programme tailored to the age and physical and emotional maturity of the pupils'. It should prepare boys and girls for the 'changes that adolescence brings'.

Key Stage 1

KS1	Gender
Key Learning	Expectations of people can lead us to treat other people badly and how we can choose not to stereotype or discriminate.
Content	Challenging gender stereotypes, such as: boys can't cry; there are gendered careers; there are gendered likes and dislikes
Key Vocabulary	Gender, stereotypes, expectations, discriminate

Year 1	My Growing Body (Summer 1 – 1-2 sessions)
Key Learning	Your body is your own. Every body part, from the top of your head to the tip of your toe, belongs to you. You can say 'no' if you do not wish to be touched (NSPCC – PANTS rule)
Content	<p>Part 1:</p> <ul style="list-style-type: none"> • naming, labelling and drawing main body parts e.g.: neck, head, legs, arms, elbows, face, ears, eyes, mouth, teeth, hair, nose • looking after our body and how parents, carers or people we trust may help us keep clean by helping us to wash or bathe • when our body may be looked at or touched e.g.: being washed, applying cream, being examined by a doctor or nurse • saying 'no' if we do not want our bodies to be touched and who to talk to if we feel uncomfortable or unhappy about our body being touched • who to talk to if we are worried about our health • respecting ourselves and respecting others <p>Part 2:</p> <ul style="list-style-type: none"> • having the same scientific names for other body parts to avoid confusion (family names or different names and terms used for '<i>private parts</i>' are acknowledged but are not specifically named to avoid pupils becoming confused) • scientific body parts of the anus, nipples, vulva, vagina, penis and testicles • which body parts belong to male and female bodies and where they are located (in simple diagrammatic form using the drawn sketch outline of a boy and girl on the SMARTBOARD) • what the anus does (the 'hole' where 'poop' comes from) and that males have one penis and two testicles and females have one vulva and one vagina • these body parts are private and are usually covered and they are not to be touched unless we are comfortable with this
Links	<p>Science</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>
Inclusive Relationships	Marriage (which in law is available to a man and a woman; two men; and two women) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Families are made up of many different forms and can include, for example: single parent families, two men or two women as parents, families with grandparents, extended families, adoptive parents and foster parents/ carers. The most important element of any family is that it provides a loving, stable and nurturing environment for children.
Key Vocabulary	head, ears, mouth, nose, eyes, hair, teeth, neck, shoulders, arms, elbows, wrists, hands, fingers, chest, stomach, legs, knees, ankles, feet, toes, body, touch, trust, health, worry, nurse, doctor, dentist, belong, worried, nipples, anus, vagina, vulva, penis, testicles, scientific, uncomfortable, private parts, touch, no, trust, hurt, respectful
Right to Withdraw	Part 2: Identifying, naming and locating the nipples, anus, vulva, vagina, penis and testicles on a simple diagram.

Resource 1A: Labelling Body Parts (DO NOT PRINT)

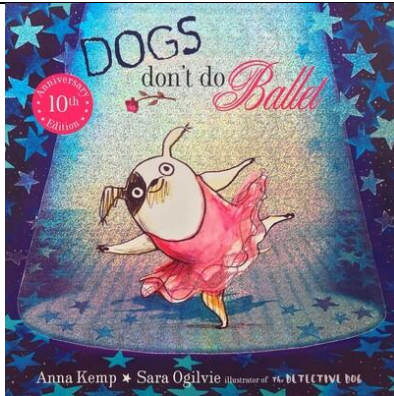


Resource 1B: NSPCC PANTS Rule Poster

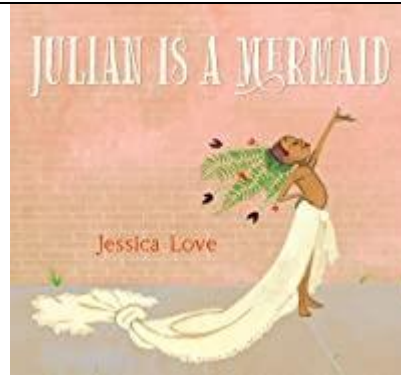
<https://www.youtube.com/watch?v=-lL07JOGU5o&t=6s> – video alongside poster



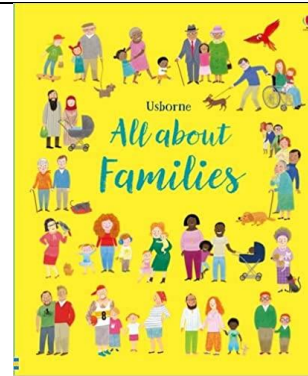
Text Resources



Dogs don't do Ballet by Anna Kemp



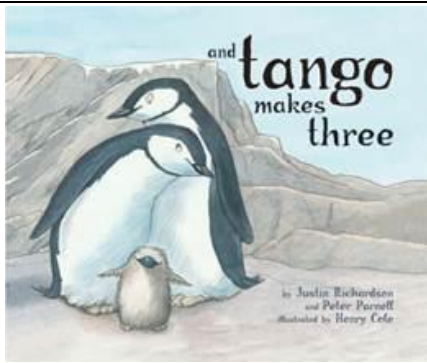
Julian is a Mermaid by Jessica Love



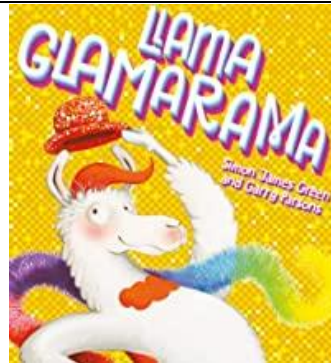
All about Families by Felicity Brooks

Year 2	My Private Body (Spring 2, 1-2 sessions)
Key Learning	A life cycle is the journey of a living thing from beginning to end. Some species produce offspring that look similar to them, like humans. The main stages of human development include baby, toddler, teenager, adult, senior citizen.
Content	<p>Part 1:</p> <ul style="list-style-type: none"> • why offspring are produced, introducing pupils to vocabulary related to the human stages of growth and development • ‘reproduction’ is a process that occurs when adults of the same species breed or mate to produce offspring • how growing up can be challenging and that there may be times when advice or support is needed from others • the stages of human development in broad terms and looks at female and male outward appearance during these stages <p>Part 2:</p> <ul style="list-style-type: none"> • when to ask for support from adults including those in school if they are worried about their health and who they can trust for advice • looking after our bodies and looking out for signs of physical illness, such as weight loss, or unexplained changes to the body • the importance of personal hygiene and keeping our bodies healthy and clean • eating and drinking the right foods and drinks and how important sleep is to our health and development • how harmful substances and risks such as smoking and alcohol and drinking can affect our • safety in the sun • how dental health is important • how diseases can be prevented or treated using vaccinations
Links	<p>Science</p> <p>To notice that animals, including humans, have offspring which grow into adults.</p>
Inclusive Relationships	Marriage (which in law is available to a man and a woman; two men; and two women) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Families are made up of many different forms and can include, for example: single parent families, two men or two women as parents, families with grandparent, extended families, adoptive parents and foster parents/ carers. The most important element of any family is that it provided a loving, stable and nurturing environment for children.
Key Vocabulary	Animals, humans, offspring, development, growth, change, penguin, chick, kitten, hen, puppy, cub, bear, frog, tadpole, egg, baby, adult, species, extinct, vaccination, healthy, diet, alcohol, avoid, protected, disease, growth, development, timeline, stage, baby, toddler, teenager, senior citizen, adult, child, offspring, species, mate, reproduce, female, male
Right to Withdraw	

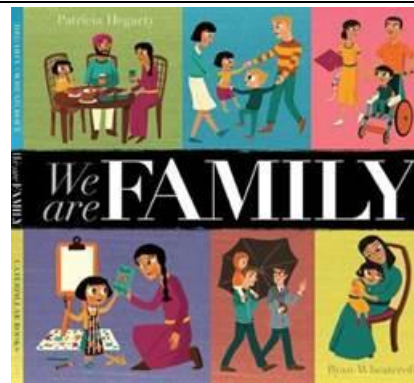
Text Resources



And Tango Makes Three by J



Llama Glamarama by Simon Green



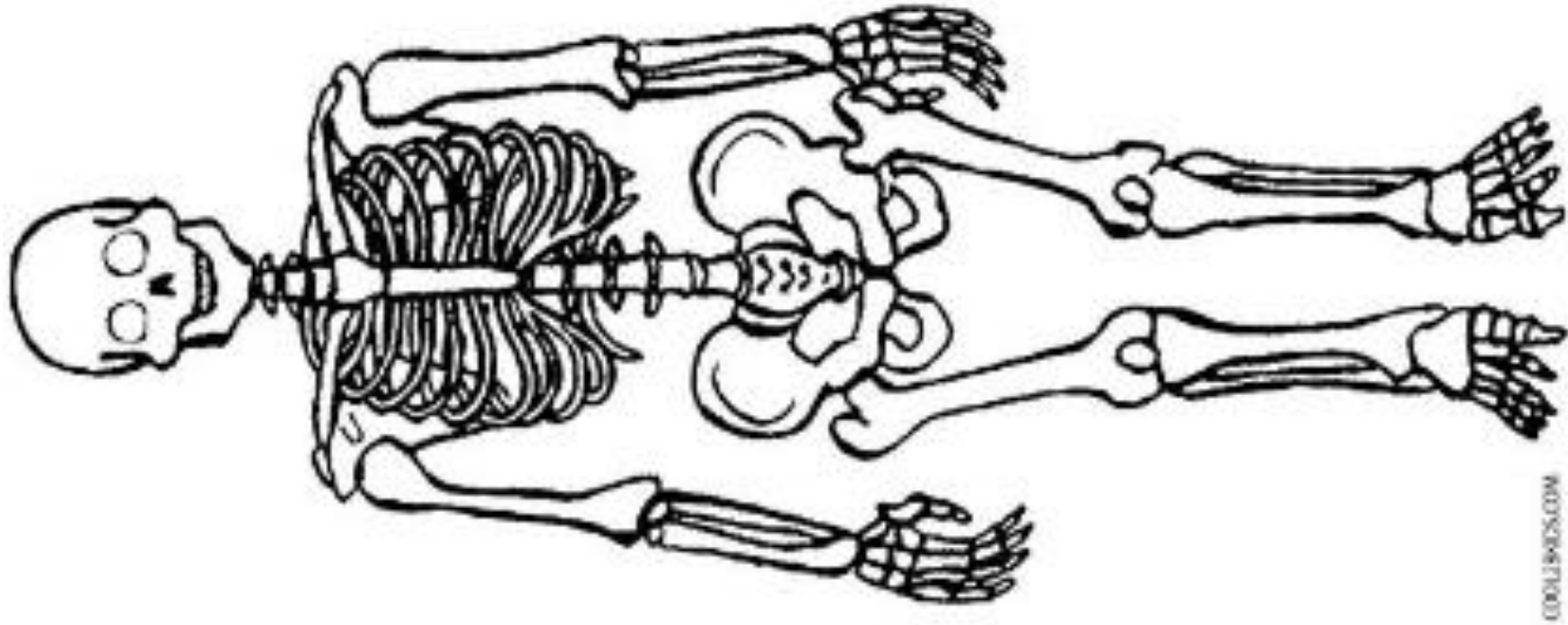
We are Family by Patricia Hegarty

Lower Key Stage 2

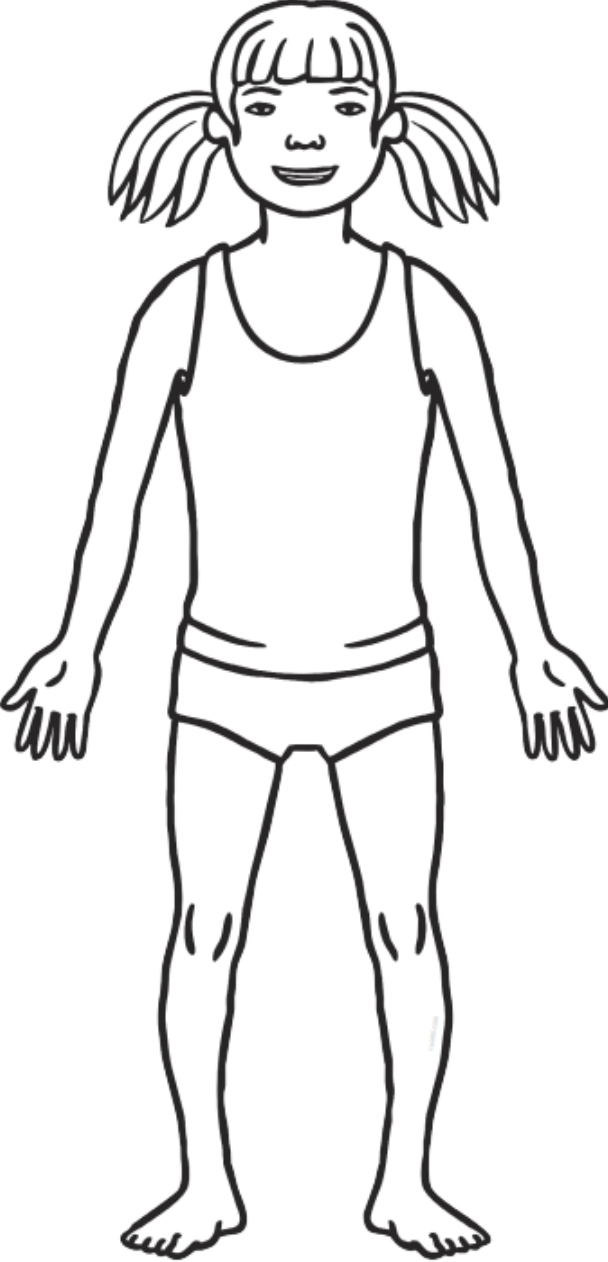
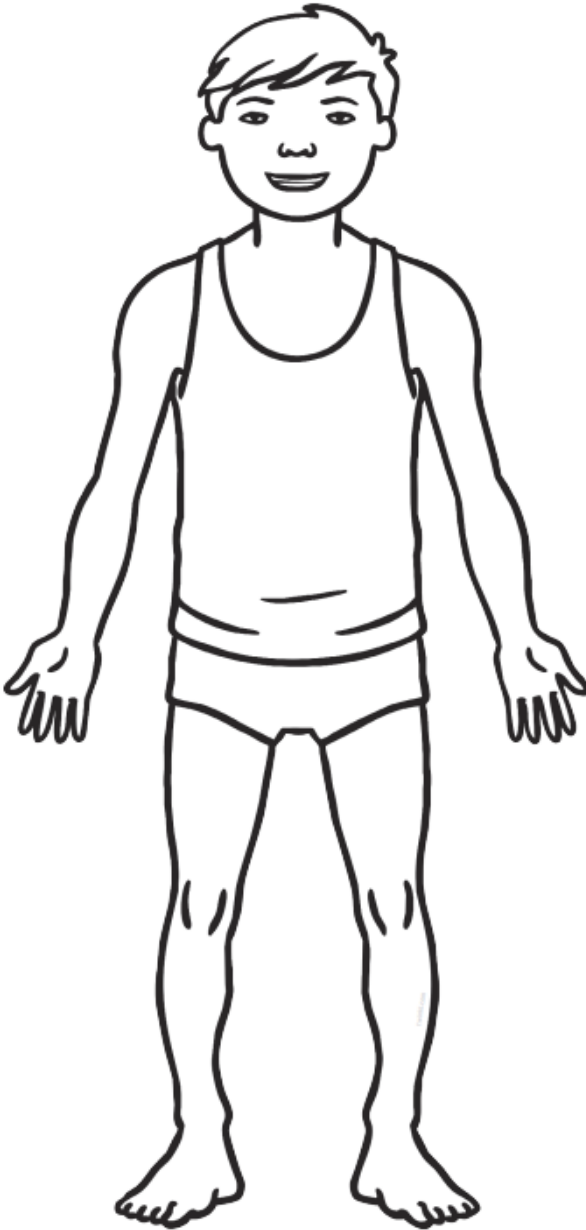
Year 3	My Body, Your Body (Spring 2 – 1-2 sessions)
Key Learning	The major functions of the skeleton are body support, movement, protection of organs, storage of minerals and fat, and blood cell formation. As we get older, we start to notice that our body changing. The changes are different for both males and females.
Content	<p>Part 1:</p> <ul style="list-style-type: none"> • how we can keep our bodies healthy in a variety of ways such as needing the right types and amount of nutrition • the human skeleton and its functions in terms of movement, support and protection • names and locations of major organs inside the human body • how and when to seek support including which adults to speak to in school if they are worried about their health • characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g.: the impact of alcohol on diet or health) • facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking • safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • facts and science relating to allergies, immunisation and vaccination • how and when to seek support including which adults to speak to in school if they are worried about their health <p>Part 2:</p> <ul style="list-style-type: none"> • name and locate the genitals on a male and female body outline (resource 1B) • name body parts that male and females have in common • understand why some of these changes occur – when boys get older their chests may grow larger and their penis and testicles will also get bigger. When girls get older, their chests and nipples grow larger to prepare to feed offspring when they reproduce. Their hips get wider to allow a baby to grow inside them.
Links	<p>Science</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
Inclusive Relationships	<p>Lesbian (a woman who loves another woman), gay (a man who loves another man), homophobia, discriminatory language.</p> <p>Equality is the state of being equal in status, rights or opportunities. No one should have poorer life chances because of where, what or whom they were born, what they believe, or whether they have a disability. People who are lesbian and gay for example work in all types of jobs and they live in all types of situations. They belong to all ethnic and racial groups and are members of all religious communities. They exhibit a range of mental and physical capabilities. They are young, middle aged, and old. But many of them have faced bullying, a lack of equity and homophobia.</p>
Key Vocabulary	human, nutrition, food, skeleton, protection, movement, support, muscles, bones, organ, balanced diet, sugar, salt, fat, exercise, dental, immunisation, hygiene, heart, liver, kidneys, large intestine, small intestine, lungs, brain, stomach, oesophagus, pancreas, spleen, connective tissue, calcium, diet, ribcage, spine, genitals, organ, waist, thigh, private, safe, protected, illegal, expose, penis, testicles, anus, nipples, vagina, vulva, brain, ankle, knee, wrist, hips, offspring, male, female
Right to Withdraw	Part 2: To consolidate understanding of the names and locations of male and female body parts, including genitals.

Resource 3A: Labelling Skelton

<https://www.youtube.com/watch?v=2k6H2Vnn3o4&t=213s>



Resource 3B: Labelling body parts – (DO NOT PRINT)



Text Resources

	<p>From the creators of Waterstones Children's Book Prize winner, <i>The Girls</i></p>  <p><i>The Boys</i> Lauren Ace Jerry Leadbeater</p>	 <p>A heart-warming and uplifting story SHINE SARAH ASUQUO Illustrated by Florence Ball</p>	 <p>Kenny lives with Erica and Martina Olly Pike</p>
<p><i>The Girls</i> by Luran Ace</p>	<p><i>The Boys</i> by Lauren Ace</p>	<p><i>Shine</i> by Sarah Asuquo</p>	<p><i>Kenny Lives with Erica and Martina</i> by Olly Pike</p>

Year 4	My body, Your Body Keeping Safe (Autumn 2, 1-2 sessions)
Key Learning	We keep our private parts covered up with pants and vests. Your body belongs to you and so do your private parts – NSPCC PANTS rule There are two kinds of secrets. 'Good' secrets and 'bad secrets'. Never be afraid to talk to someone about a bad secret that makes you feel uncomfortable.
Content	<p>Part 1:</p> <ul style="list-style-type: none"> • the names and locations of male and female body parts, including genitals • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • the NSPCC 'PANTS' rules. • my body belongs to me and that my pants cover parts that should not be touched unless I agree to this <p>Part 2:</p> <ul style="list-style-type: none"> • 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 • each person's body belongs to them, the difference 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 from e.g.: family, school and/or other sources.
Links	N/A
Inclusive Relationships	Challenging stereotypes and discriminatory language e.g. "you're/ that's so gay!"
Key Vocabulary	pants, rules, message, acrostic, penis, vagina, testicles, vulva, anus, breasts, nipples, boundary, inappropriate, unwanted, negative, positive, affection, safe, ill, hurt, danger, examination, trusted, secret, forced, worried, uncomfortable, helpful, parent, sibling, teacher, police, confide, acrostic, private, report
Right to Withdraw	Part 1: To consolidate understanding of the names and locations of male and female body parts, including genitals.



The poster is titled "LEARN THE UNDERWEAR RULE" and features a large white arrow pointing right with the text "TALK PANTS AND YOU'VE GOT IT COVERED!". The acronym "PANTS" is spelled out using colorful underwear items: a red pair with a white 'P', a pink pair with a white 'A', a blue and white striped pair with a white 'N', an orange pair with a white 'T', and a green pair with a white 'S'. Each letter is accompanied by a text box explaining the rule. At the bottom, there are logos for ChildLine (10900 1111) and NSPCC (Every child's best step, FRA SITE).

LEARN THE UNDERWEAR RULE

TALK PANTS AND YOU'VE GOT IT COVERED!

P **PRIVATES ARE PRIVATE**
Parts of your body covered by underwear are private. No one should ask to see, or touch them. No one should ask you to touch or look at parts of their body that are covered by underwear. Sometimes doctors, nurses or family members might have to. But they should always explain why, and ask if it's OK first.

A **ALWAYS REMEMBER YOUR BODY BELONGS TO YOU**
It's your body, no one else's. No one should make you do things that make you feel embarrassed or uncomfortable. If anyone tries, tell an adult you trust.

N **NO MEANS NO**
You have the right to say 'no' – even to a family member or someone you love. Remember, you're in control of your body and your feelings are important.

T **TALK ABOUT SECRETS THAT UPSET YOU**
Secrets shouldn't make you feel upset or worried. If they do, tell an adult you trust. You will never get into trouble for sharing a secret that upsets you.

S **SPEAK UP. SOMEONE CAN HELP**
Talk about stuff that makes you worried or upset. An adult you trust will listen, and be able to help. It doesn't have to be a family member. It can be a teacher or a friend's parent – or even ChildLine.

ChildLine
10900 1111

NSPCC
Every child's best step. FRA SITE

Text Resources

LKS2	Identity and Gender
Key Learning	People can identify with a gender that is different to their sex. There is a long history of discrimination against people who do so. It is unacceptable, and while changes have been made towards equality, there's a lot that you can do to help break the cycle of bullying and prejudice.
Content	How can people express themselves or their identity? And how can we protect everyone's rights to express themselves freely? Is gender always assigned at birth?
Key Vocabulary	Gender, discrimination, equality, prejudice,

Upper Key Stage 2

UKS2	Identity, Gender and Sexuality
Key Learning	In a more equitable world, every young person deserves to see themselves, their family, and the full diversity of our world reflected in a learning environment.
Content	How have things changed when discussing identity over the past 30 years? How have they not changed? Identity in terms of the law (the Equality Law).
Key Vocabulary	Unlawful discrimination, identity, laws, transition, pronouns, LGBTQ+

Year 5	Keeping My Body the Same
Key Learning	To consolidate understanding of the names and locations of male and female body parts, including genitals. If you are worried about people trying to harm or change your body, there are always a lot of people that you can talk to.
Content	<ul style="list-style-type: none"> • my body belongs to me and that I have rights and a right to say 'no' before my body is touched • puberty is common to all young people and that my body will change and puberty may have effects on my body and mind • who I can talk to and who I can trust • why we have laws in our country and what to do if I know the law is being broken • what Female Genital Mutilation (FGM) is • FGM happens to girls around the world in different countries. • FGM is illegal in the UK. • if I am worried about myself or anyone I know, there are trusted people that I can talk to • where to find advice and support about FGM
Links	Science Pupils should learn how to keep their bodies healthy and know how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.
Inclusive Relationships	LGBT acronym and what it stands for (Lesbian - a woman who are attracted to women; Gay – a man who are attracted to other men; Bisexual – someone who is attracted to either gender; Transgender – someone who identifies with a gender not assigned at birth). Heterosexual/ Straight (someone who is attracted to the opposite sex) and homosexual (someone attracted to the same sex). The idea of personal identities, including sexuality and gender. Challenging stereotypes e.g. clothes, hairstyles. The importance of respecting that everyone is unique and different but we do not tease or bully anyone about their personal expression. The impact of other people's judgements, discrimination, bullying, prejudice. Gender is assigned at birth, depending on biological characteristics but some people do not feel that they identify with their biological gender; some people choose to use different pronouns to the ones assigned at birth.
Key Vocabulary	puberty, change, normal, rights, protect, law, enforce, police, prison, secret, comfortable, permission, effect, health, Female Genital Mutilation, FGM, illegal, report, advice, support, trusted adult, organisation, female, vagina, vulva, private parts, woman, procedure, tradition, harmful, cut, stitch, ceremony,
Right to Withdraw	Understanding of FGM.

Boys and girls to be taught separately.

Year 5	My Body Changes (Spring 1)
Key Learning	As girls grow and develop into women, the body changes quite a lot. This is completely normal.
Content	<ul style="list-style-type: none"> • the terminology for the genitals/private parts and assigning them to a male, a female or both and looking at these on a diagram • changes in a woman’s body both inside and out as she gets older • why these changes occur in the female • the menstrual cycle and why and how this occurs • who women might speak to about their body changes and menstrual cycle • how puberty and the menstrual cycle might affect both mind and body • the changes in the male body as it ages • sperm production and fertilisation of the female egg cell • how sometimes sperm is sometimes released from the penis and that this is commonly known as a ‘wet dream’ • that the penis may feel hard and grow bigger at times but that this is normal and the penis will return to its usual state • mood swings, emotions, embarrassment and feelings of insecurity and that these are normal feelings around the time of puberty • the human life cycle and the considerations to be made before creating an embryo
Links	<p>Science</p> <p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To describe the life process of reproduction in some plants and animals. To describe the changes as humans develop to old age. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>
Inclusive Relationships	<p>LGBT acronym and what it stands for (Lesbian - a woman who are attracted to women; Gay – a man who are attracted to other men; Bisexual – someone who is attracted to either gender; Transgender – someone who identifies with a gender not assigned at birth). Heterosexual/ Straight (someone who is attracted to the opposite sex) and homosexual (someone attracted to the same sex). The idea of personal identities, including sexuality and gender. Challenging stereotypes e.g. clothes, hairstyles. The importance of respecting that everyone is unique and different but we do not tease or bully anyone about their personal expression. The impact of other people’s judgements, discrimination, bullying, prejudice. Gender is assigned at birth, depending on biological characteristics but some people do not feel that they identify with their biological gender; some people choose to use different pronouns to the ones assigned at birth.</p>
Key Vocabulary	penis, vagina, vulva, anus, testicles, nipples, hips, widen, breasts, mammals, pubic hair, menstruation, menstrual cycle, process, period, suckle, uterus, ovary, egg, reproduce, life cycle, reproduction, puberty
Right to Withdraw	To identify, name and use the terminology for the nipples, anus, vulva, vagina, penis and testicles.

Boys and girls to be taught separately.

Year 6	My Amazing Body
Key Learning	Consent is permission for something to happen or agreement to do something. Consent is vital in any kind of relationship. The age of consent in the UK is 16. There are a lot of responsibilities to consider before having an intimate relationship. Even in a relationship, there will be many decisions that all of you will have to agree on.
Content	<ul style="list-style-type: none"> • what happens in human reproduction • why humans reproduce • that consent must be given to touch somebody else's body • that consent must be given to have a sexual relationship with another person • my body is my own and I can say 'no' to anyone touching my body • who I can talk to if I feel unhappy or uncomfortable about someone who touches my body • families are all different and that there are different kinds of relationships in the world around me • who to speak to if an online/digital relationship is making me feel afraid, unhappy or uncomfortable • online/digital relationships may not be what they seem to be and that I should speak with an adult I trust about them • there risks involved with online/digital relationships
Links	Science To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
Inclusive Relationships	Bisexual (someone who is attracted to either gender), transgender (when your gender identity does not match your biological gender). Sexual orientation. Video shows two men holding hands in a relationship
Key Vocabulary	relationship, love, trust, respect, partner, mental health, safety, intimate, sexual relationship, consent, criminal offence, protect, responsible, penis, vagina, sperm, ovary, fertilisation, divide, embryo, baby, human, offspring, generation, life cycle, consequences, emotions, reproduction, care, relationship, consent, love, care, trust, respect, online relationship, naked, offspring, human, variation, criminal offence, pregnancy, sexual relationship, intimate relationship, responsibility, implication, expectation, life cycle, text message, console, digital media
Right to Withdraw	To discuss human reproduction in basic terms of consent to sexual relationship, fertilisation of egg cell and embryo creation . To identify, name and use the terminology the nipples, anus, vulva, vagina, penis and testicles.

Boys and girls to be taught separately.