The Eliot Bank and Gordonbrock Schools Federation

RSE CURRICULUM OVERVIEW

Curriculum Expectations:

EYFS	**From Development Matters (Non-statutory curriculum guidance for the early years foundation stage):** • I see myself as a valuable individual • I can build constructive and respectful relationships • I can express my feelings and consider the feelings of others • I show resilience and perseverance in the face of challenge • I identify and moderate their own feelings socially and emotionally • I think about the perspectives of others • I manage my own needs (personal hygiene) • I know and talk about the different factors that support my overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian **From EYFS Framework:** Self-Regulation ELG Children at the expected level of development will: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions Managing Self ELG Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices Building Relationships ELG Children at the expected level of development will:

	• Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs

	Relationships and sex education
Year 1	• I know the we can be friends with people who are different to us • I understand that babies need care and support • I know that older children can do more by themselves • I know there are different types of families • I know which people we can ask for help
Year 2	• I understand that some people have fixed ideas about what boys and girls can do • I can describe the differences between male and female babies • I can describe the difference between male and female animals • I understand that making a new life needs a male and a female • I can describe the physical differences between males and females • I can name the different body parts
Year 3	• I know and respect the body differences between ourselves and others • I can name male and female body parts using agreed words • I understand that each person's body belongs to them • I understand personal space and unwanted touch • I understand that all families are different and have different family members • I can identify who to go to for help and support
Year 4	• I understand that puberty is an important stage in the human lifecycle • I know some changes that happen during puberty • I know about the physical and emotional changes that happen in puberty • I understand that children change into adults to be able to reproduce if they choose to • I know that respect is important in all relationships, including online

	• I can explain how friendships can make people feel unhappy or uncomfortable
Year 5	• I can explain the main physical and emotional changes that happen during puberty • I ask questions about puberty with confidence • I understand how puberty affects the reproductive organs • I can describe what happens during menstruation and sperm production • I can explain how to keep clean during puberty • I can explain how emotions/relationships change during puberty • I know how to get help and support during puberty
Year 6	• I can describe how and why the body changes during puberty in preparation for reproduction • I can talk about puberty and reproduction with confidence • I can explain differences between healthy and unhealthy relationships • I know that communication and permission seeking are important • I can describe the decisions that have to be made before having children • I know some basic facts about conception and pregnancy • I can consider when it is appropriate to share personal/private information in a relationship • I know how and where to get support if an online relationship gets worse