

Sex Education- what this looks like from EYFS to Year 6 through PHSE/RHSE and Science.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PHSE/RHSE	the importance of, and how to, maintain personal hygiene	<p>the importance of, and how to, maintain personal hygiene</p> <p>that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable</p> <p>about the process of growing from young to old and how people's needs change</p> <p>about growing and changing and new opportunities</p>	<p>the importance of, and how to, maintain personal hygiene</p> <p>what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p> <p>the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p>That each</p>	<p>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</p> <p>to recognise what constitutes a positive, healthy relationship and develop</p>	<p>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.</p> <p>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual</p>	<p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</p>	<p>about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>Key facts about puberty and the changing adolescent body, including physical and emotional changes. About menstrual wellbeing and key facts relating to the menstrual cycle.</p> <p>how their body will, and their</p>

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		<p>and responsibilities that increasing independence may bring the names for the main parts of the body</p>	<p>person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>That others' families, either in school or in the wider</p>	<p>the skills to form and maintain positive and healthy relationships</p> <p>to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p>	<p>orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p>	<p>(see 'protected characteristics' in the Equality Act 2010) that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>that marriage is a commitment freely entered into by both people, that no</p>	<p>emotions may, change as they approach and move through puberty</p> <p>about human reproduction about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and</p>
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			<p>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</p>			<p>one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>that forcing anyone to marry is a crime; that support is available to protect and prevent people</p>	<p>strategies required to get support if they have fears for themselves or their peers</p>
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						<p>from being forced into marriage and to know how to get support for them self or others</p> <p>Key facts about puberty and the changing adolescent body, including physical and emotional changes. About menstrual wellbeing and key facts relating to the menstrual cycle.</p>	
Science	They make observations of animals and plants and explain why some things	Plants- identifying plants, exploring how change over time.	Plants- how they change over time. Pupils should be introduced	Plant reproduction- pollination, seed dispersal, seed formation.		describe the life process of reproduction in some plants and animals.	Pupils should learn how to keep their bodies healthy and how their bodies might

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	<p>occur, and talk about changes</p>	<p>Identify, name, draw and label the basic parts of the human body and say which part is associated with which sense.</p>	<p>to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p>			<p>describe the changes as humans develop to old age- they should learn about the changes experienced in puberty.</p>	<p>be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>
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