

Foundation Stage – Year R
SRE scheme of work

Objective:	Suggested activities:	Success criteria:
*understand what a friend is.	Who are your friends? What do friends do together? Are friends kind to each other or mean? How do you behave towards your friends? <u>Activity:</u> children help CT create a small friendship flower to show what a friend does (helps, plays with etc). Could use photos of children role playing the situations or write it on.	I understand what a friend is.
*know how to form a friendly relationship with someone.	If we had a new child start in the class what could you do to become their friend? Allow children to discuss this with a partner first. Class discussion on how to make new friends. Discuss how a friend's relationship should not be forced / bought. <u>Activity:</u> children role play or use puppets to show how to make a new friend.	I know how to form a friendship with someone.
*understand how to keep a friend.	Discuss with children how taking turns / sharing with others will allow you to be nice and friendly to others and keep your friends. What else could you do to keep your friends? Discuss. Remind them again that friendship cannot be 'bought'. <u>Activity:</u> Children play a game where they need to share and take turns with others.	I know how to keep my friends.
*listen to others.	Discuss importance of listening to others. Highlight that it is polite to listen to others and not talk over them / ignore them. How do you feel if people don't listen to you? Why should we listen to our friends? <u>Activity:</u> children play Chinese whispers of another listening game to practice listening carefully to other people.	I understand that I should listen to other people as it is polite.

Key Stage 1
SRE scheme of work

Objective:	Suggested activities:	Success criteria:
*identify and respect differences between people.	Children compare themselves to other people. Use photos of famous people rather than targeting others in the class. Discuss differences of all kinds and highlight similarities too. (race, nationality, gender, hair colour, glasses, height, weight, age, disability etc). Emphasise how differences do not matter. Explain how people who are different in some way have achieved many things in life. <u>Activity:</u> have two photos for children to circle / write about the differences.	I understand that people can be different in many ways. I know that differences do not matter.
*identify and respect differences between people.	Remind children of the differences between people we discussed last lesson. (race, nationality, gender, hair colour, glasses, height, weight etc). Have a look at your friends, do you all look the same? Does it matter if you are all different? Should it stop you being friends with someone? How would you feel if someone wasn't friends with you because of your hair or height? <u>Activity:</u> Children have a photo of the whole class. Write under it 'we are friends because....' identify positive reasons why they are friends.	I understand that differences should not stop me being friends with others.
*know that families and friends should care for each other.	Who is your family? Discuss close and extended families. It might include people who do not live with you, but they are still family. Explain that some people may have 'second families' (living with one parent and another parent has had other siblings in another house etc). Discuss how we should look after our family and the kind things we should do with / for them. Why is family important? How does being in a family make you feel? How does your family care for you? <u>Activity:</u> role play how to care for people n your family.	I know that family is important and I should care for my family.
*know that families and friends should care for each other.	Who are your friends? How should you care for your friends? How do your friends care for you? Explain that friendship can be just as important as family and that friends need to care for each other. Discuss how a friend's relationship should not be forced / bought. How do your friends care for you? How would you feel if your friends did not care for you? <u>Activity:</u> children draw / label pictures of them helping and caring for their friends.	I know that friendships are important and I should look after my friends.
*to be aware of different types of relationships, including marriage and those between friends and families.	What is a relationship? Allow discussions. Highlight that relationships can mean all manner of things (friendships, mother - children, father - children etc). Relationships can also mean where two people who love each other decide to stay together. <u>Activity:</u> children have pictures of different relationships (brother / sister, husband / wife etc) and label them correctly.	I know that there are many types of relationships.
*to be aware of different types of relationships, including marriage and those between friends and families.	Remind children of the different kinds of relationships mentioned last lesson. Today we will look at the relationships between two people who decide to spend their lives together. Some people decide to get married, but if you don't, that is fine too. Discuss marriage with the children, what it means and why people may decide to get married. <u>Activity:</u> children to list reasons why people might want to get married.	I understand that some people get married when they want to stay together.

Year 3 and 4
SRE scheme of work

Objective:	Suggested activities:	Success criteria:
*discuss the characteristics of a family and understand how they can be different.	Who is in your family? Discuss how families can all be different, and people live with mums, dads, or both, Grandmas etc. Discuss 'second families' that some children may have. Show photos of different families. Discuss the differences between them. Does it matter who you live with? All that matters is that you have someone to care for you and look after you. <u>Activity:</u> have photos of various different families and write down some of the differences between them	I know that all families are different. I understand that it doesn't matter whether I have 2 or 10 people in my family.
*explore friendship - how we relate to each other.	What is a friend? Discuss as a class. How do you behave with your friends? How do you treat them? Discuss ways of relating to your friends well and how to do this through your behaviour towards them and actions. <u>Activity:</u> create freeze frames showing different situations in which they show caring towards their friends.	I know how to relate to my friends well.
*explore friendship - how we relate to each other.	Remind children of what they learnt last lesson. <u>Activity:</u> Children write a check list of how they should treat their friends. These checklists could be typed up and displayed in the classroom or passed on for other classes to display as well.	I know how to relate to my friends well.
*understand responsibilities of raising and caring for children.	Show children a photo of a baby. How should we look after a baby? Would it be easy? Discuss the huge responsibilities of looking after children and how it is hard work and takes lots of time and effort. How do children need to be looked after that is different to adults? Do they need the same amount of food? Do they drink the same things? Can they play the same games as us? <u>Activity:</u> children have cards with activities on. Sort into 'a baby can do' and 'a baby cannot do' groups.	I know that children need to be cared for in different ways than adults.
*understand responsibilities of raising and caring for children.	Carrying on from last week ask children to discuss how they would look after a newborn baby. <u>Activity:</u> Role playing in small groups how to care for a baby. Using dolls.	I understand how children should be cared for.
*to know the names of the main parts of the body (including the sexual organs).	Discuss with children the names of the main body parts they know. Are there any names of body parts you don't know? Explain the words used for the sexual organs in males and females (do not use the term 'sexual organs' though). Words to use with the children are: penis and vagina. Children may have other terms(!) but discuss the importance of knowing the correct words. Highlight that children do not need to change the words they use for these body parts but to be aware of them. <u>Activity:</u> children label a picture with parts of the body.	I can name all the parts of the body.

Year 5
SRE scheme of work

Objective:	Suggested activities:	Success criteria:
*be aware of the body changes as they approach puberty.	School nurse growing up talks. Teachers to be at the front of class with Nurse to support. Allow children to ask questions at the end too.	I understand the changes that will happen to my body during puberty.
*be aware of the body changes as they approach puberty.	To follow on from school nurse talk. Ask children to share what they remember from the talk. Encourage use of correct terms for body parts. http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/ Go to website and remind children of the changes that will occur for both boys and girls. Explain to children that not everybody will reach puberty at the same time and not to worry if other people seem to be ahead of you / or you are the first one. Who can you go to if you need to talk about these things? Discuss as a class. How might you feel when these changes happen? <u>Activity:</u> draw / write about the changes that will happen to their own body.	I understand the changes that will happen to my body during puberty.
* to recognise, as they approach puberty, how people's emotions change and how to deal with feelings towards themselves and others in a positive way.	How might you feel when changes happen to your body during puberty? What can you do to prevent these feelings causing negative behaviour? Explain how feelings may fluctuate during this time. Why might you feel angry / sad as you're growing up? Watch DVD - Growing Up, Emotional changes, Feeling positive. Explain to children that even though their body is changing they will still be the same on the inside. Highlight it is important to be positive about your self and then others will see you are a confident person. Happiness comes from within! ☺ Take a photo of each child and ask them to think about three positive things about themselves. <u>Activity:</u> write three positive things around their photo.	I understand that my emotions might change. I know that for people to see me in a positive way I need to see myself in that way first.
* to recognise, as they approach puberty, how people's emotions change and how to deal with feelings towards themselves and others in a positive way.	If you see someone in an angry / grumpy mood what could you do? Is it a good idea to go and talk to them about something important at that time or wait till they are in a better mood? What if they are looking depressed / sad? What could you do then? Allow children to think about when it is and isn't a good idea to get involved with someone who is emotional in some way. If someone is feeling angry / moody for some reason how could you deal with them in a positive way? How could you stop yourself from becoming too angry? <u>Activity:</u> role play how to deal with someone who is moody / grumpy / angry.	I know how to deal with changing emotions in a positive way.
*understand the human life cycle / pregnancy.	Link to Science lessons - ask children to share what they already know. Discuss that a baby is made from an egg from the female and sperm from the male. DVD - cycle of life, sexual reproduction, how a baby grows. <u>Activity:</u> order pictures of human life cycle.	I understand the human life cycle.
*understand the human life cycle / pregnancy.	Ask children if they know / have known someone who is / was pregnant? Mothers, aunts, neighbors etc. How did their body change? What things did they do / stop doing? Discuss as a class. Discuss how the baby grows inside the mother's womb and takes nutrients from the mother through an 'umbilical chord'. Show children a photo of a baby inside the womb with chord visible on IWB. Explain how it is important that the mother stays healthy (no alcohol, no smoking etc) whilst she is pregnant as the baby will also receive anything the mother takes. <u>Activity:</u> children sort pictures of things a pregnant woman should and shouldn't do.	I understand about pregnancy and how the baby develops inside the womb.

Year 6
SRE scheme of work

Objective:	Suggested activities:	Success criteria:
* explore changing relationships.	Think about the relationships you have now (family / friends). How might these relationships change as you get older? Would you be friends with the same people in ten years? How will your relationship be with your parents when you are a teenager / adult? How might your feelings affect your relationships with others? <u>Activity:</u> children draw / label the different relationships they have at the moment and write how they might change.	I understand that my relationships with others will change over time.
* explore changing relationships between boys and girls.	Ask children to think about why they might want to have a boyfriend / girlfriend. Discuss. How would you feel about that person? Where could you go together? What could you do? <u>Activity:</u> Watch BBC Active CD Rom - Growing Up, Emotional changes, - 'Crushes' and then discuss activity 'I've got a crush'. Discuss afterwards.	I understand that relationships between boys and girls can change as we get older.
* learn about sexual relationships within the context of a loving relationship.	Moving on from last lesson remind children of the feelings they may have towards boyfriends / girlfriends. As you get older these feelings may change and you may want to be closer in some ways. Discuss that wanting to have sex with someone is natural as your feelings start to change during your teenage years. Explain that sexual relationships should occur within a loving relationship and not be taken lightly. You should not feel pressured into it and should not be forced into it by anyone. Who could you talk to if you feel this way? <u>Go to DVD - Feelings, managing feelings, how do our feelings change.</u> (complete activity talking about how the boy and girl's feelings might change over time). Then: cycle of life, sexual reproduction: Sexual Intercourse video (stop at marker 2). Discuss afterwards.	I understand that a sexual relationship should only happen within a loving relationship.
* understand that even if they are physically ready, they are not yet ready emotionally.	Explain to children the legal age for having sex and why it is there. To make sure children are emotionally ready for sex, even if their body is ready years before. Discuss what reasons there would be for not having sex (getting pregnant, not feeling ready etc). Explain to children that, in the future, when they are in a relationship you must make sure both of you are willing and ready to take the next step...and are old enough. If your girlfriend / boyfriend says 'No' you must stop. You are then keeping both of you safe. <u>DVD activity - cycle of life, sexual reproduction Sexual reproduction words activity.</u>	I know that even if my body is ready for sex, I may not be ready emotionally.
* understand the importance of contraception.	<u>Lesson A:</u> Ask children to discuss what they know about contraception. Show pictures on IWB of the most commonly used contraception methods (contraceptive pill / condoms / morning after pill) and discuss how they are used. Why is it essential to use contraception if having sex? To prevent pregnancy after having sex / passing on diseases.	I understand why it is essential to use contraception.
Review lesson	Recap what the children have learnt about Relationships and Sex, not just in this unit but throughout school. Do they have any other questions they would like to ask? Where could they go to find out some answers if they are not confident to ask?	I can share what I have learnt.