



Gender and Relationship Education

Draft Scheme or Work¹

¹ Based on Paula Power's 'an alternative curriculum for SRE'

Key Stage 1: Nursery

➤ Hygiene

PSHE & Citizenship Guidance/Ofsted	Learning Objectives	Suggested Activities	Suggested Resources	NC Links
<ul style="list-style-type: none">▪ 3b to maintain personal hygiene;	<ul style="list-style-type: none">▪ To have begun to consider the importance of personal hygiene▪ To know when and how to wash hands	Keeping clean, Lesson 16. I am, I know, I can		PE4 Sc2/2b,2c DT/2f

Key Stage 1: Reception

➤ Families

PSHE & Citizenship Guidance/Ofsted	Learning Objectives	Suggested Activities	Suggested Resources	NC Links
<ul style="list-style-type: none"> ▪ 4d that family and friends should care for each other; 	<ul style="list-style-type: none"> ▪ To have identified family members and the roles they play ▪ To understand the importance of being happy at home 	<ul style="list-style-type: none"> ▪ Draw the people you live with. Draw and write down the jobs you do at home to help. ▪ Discuss the jobs other people do at home to help and the importance of working as a team. ▪ Discuss the importance of happiness at home, feeling comfortable and wanted. ▪ Discuss how we know that people take care of us at home. Write/draw the things that people do to help us at home: - cook, clean, buy clothes, etc. ▪ In circle time: say your own name, introduce the people on each side of you, introduce yourself and say how you feel. I like my name because ... NB Pupils will need to have practised Circle Time on other occasions ▪ Draw a picture of yourself and write names of people most important to you in your picture. Discuss why are these people important, saying what they do for you. What do you do for them? 	<ul style="list-style-type: none"> ▪ Dogger Shirley Hughes, Red Fox ▪ I'm Trying to Tell You Bernard Ashley Puffin ▪ Jenny and Grandpa Carolyn Nystram, Lion Publishing ▪ My Dad is Brilliant Nick Butterworth, Walker ▪ My Mum is fantastic Nick Butterworth, Walker ▪ A busy day for a good grandmother Margaret Mahy, Puffin 	

Key Stage 1: Year 1

➤ Feelings & Hygiene

PSHE & Citizenship Guidance/Ofsted	Learning Objectives	Suggested Activities	Suggested Resources	NC Links
<ul style="list-style-type: none"> ▪ 3e the names of the main parts of the body. ▪ 3c how some diseases spread and can be controlled; ▪ 3b to maintain personal hygiene; 	<ul style="list-style-type: none"> ▪ Children will recognise and be able to name external parts of the body ▪ To be more careful in everyday life about using preventative measures i.e. not sneezing/coughing over people ▪ To know when and how to wash hands ▪ To know why and how to maintain a reasonable standard of cleanliness ▪ To know how frequently to change their clothes and why they need to change for PE 	<ul style="list-style-type: none"> ▪ Read Freckly Feet and Itchy Knees ▪ Talk about washing and the importance of drying hands properly. Try out in class. Brainstorm when hands should be washed and how often. ▪ Design posters to remind people to wash their hands before preparing food, after using the toilet, after handling animals etc. ▪ Some cultures view washing feet as a welcome to their homes. Consider washing each other's feet. Why do we do this routinely? ▪ Bath time: compare children's experiences of washing: do the family have a special time for washing/bathing/showering? Read bath stories ▪ Arrange to have a parent in to bathe their baby and talk about this important time in the baby's day. ▪ Talk about smelly bodies. Consider what makes bodies smell and the strategies that can be used to prevent causing offence to other by having unpleasant body odours ▪ Discuss the changing and washing of clothes. 	<ul style="list-style-type: none"> ▪ Freckly Feet and Itchy Knees, Michael Rosen, Picture Lions ▪ Mr Archimedes Bath Pamela Allen, Puffin ▪ Having a Bath with Papa, Shigeo Watanabe, Red Fox ▪ The Smelly Book Babette Cole, Jonathon Cape ▪ When dad did the washing, Rhonda & David Armitage, Puffin 	<p>Sc2/2a, 2g,4a</p>

	<ul style="list-style-type: none"> ▪ To know why to wash clothes often 	<p>Whilst children cannot be responsible for washing their own clothes they can begin to understand the need for changing clothes on a regular basis. Changing for PE can also be talked about here.</p> <ul style="list-style-type: none"> ▪ Look After Yourself Activity Book, Activity Sheet 1, When I Get Up 		
<ul style="list-style-type: none"> ▪ 1b to share their opinions on things that matter to them and explain their views; ▪ 1c to recognise, name and deal with their feelings in a positive way. 	<ul style="list-style-type: none"> ▪ To discuss feelings and understand the different types of feelings we experience ▪ To appreciate how we manage our feelings ▪ To appreciate the importance of friendships for our well being 	<ul style="list-style-type: none"> ▪ In Circle Time discuss: Things that make me happy/sad NB Pupils will need to have practised Circle Time on other occasions ▪ Draw the faces that people make when they happy, sad, scared etc. ▪ Write or draw the things you do that make other people happy, sad, worried, scared etc. ▪ In Circle Time – How do we stop ourselves from feeling angry or scared? How can we cheer ourselves up? ▪ Show feelings in a role-play, doing things that make us happy/sad etc. ▪ Friends – what is a friend, what do you look for in a friend. Describe a good friend without naming him/her. Can the others guess who it is? Draw yourself and write why your friends like you. 		RE/AT2/ Level 1

Key Stage 1: Year 2

➤ Safety & Growing Up

PSHE & Citizenship Guidance/Ofsted	Learning Objectives	Suggested Activities	Suggested Resources	NC Links
<ul style="list-style-type: none"> ▪ 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; ▪ 2c to recognise choices they can make, and recognise the difference between right and wrong. 	<ul style="list-style-type: none"> ▪ To know my body belongs to me ▪ To have considered personal space, touch and my body ▪ To have considered touches we like and do not like ▪ To have explored who are safe people ▪ To have discussed arguments 	<ul style="list-style-type: none"> ▪ Look After Yourself: Activity Book, Activity 1, p24, Feeling Safe ▪ Take Care, Book A: Taking care of myself, Activity A3, Me and my body p.9/10 ▪ Take Care, Book C: Taking Care in My Home, Activity C2, My Senses p8 ▪ Take Care, Book C: Taking Care in My Home, Activity C3, Who Can Help? p9/10 ▪ Take Care, Book C: Taking Care in My Home, Activity C4, The Argument p11 	<ul style="list-style-type: none"> ▪ NSPCC Take Care, Book A: Taking care of myself ▪ NSPCC Take Care, Book C: Taking Care in My Home 	Sc2/2g
<ul style="list-style-type: none"> ▪ 3e the names of the main parts of the body. ▪ 4c to identify and respect the differences and similarities 	<ul style="list-style-type: none"> ▪ To understand the importance of valuing oneself and others. ▪ To develop awareness of the range of human 	<ul style="list-style-type: none"> ▪ Living and Growing, Unit 1, Teachers Guide Activity 2, p13 Male and Female and/or Activity 3, p14 Girls and Boys ▪ Extra ideas – Living and Growing, Unit 1, Teachers Guide p8, p9, p10, p11 ▪ To explore the perceptions children have about their own and the opposite sex, and to provide an 	<ul style="list-style-type: none"> ▪ I am, I know, I can, lesson 19 	Sc2/1b,2a, 2f,4a Re/AT2/Level 3

<p>between people.</p>	<p>emotions and ways to deal with them</p> <ul style="list-style-type: none"> ▪ To have considered gender stereotypes 	<p>opportunity to discuss stereotyping.</p> <ul style="list-style-type: none"> ▪ List the main characteristics of boys and girls. Work in mixed pairs to review. What similarities or differences did they find? Will these be the same forever or will they change as they grow up? ▪ Draw Venn diagrams for boys and girls physical appearance, what characteristics are common to both as shown in the intersection. 		
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Key Stage 2: Year 3

➤ Friendships

PSHE & Citizenship Guidance/Ofsted	Learning Objectives	Suggested Activities	Suggested Resources	NC Links
<ul style="list-style-type: none"> ▪ 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; ▪ 4b to think about the lives of people living in other places and times, and people with different values and customs. 	<ul style="list-style-type: none"> ▪ To have explored ideas of trust and the qualities and values of friendship. ▪ To have considered that whilst everyone is different all people are worthwhile. ▪ To have considered that accepting, tolerating and celebrating differences can help create a better society. ▪ To know the components of being a good friend: listening, caring, sharing and having fun. ▪ To know that being a 	<ul style="list-style-type: none"> ▪ Quality Circle Time, p135 or Turn Your School Around, p135 Circle Time: Arm link warm up exercise; Round: I like to have friends because...; Blindfold trust game; end with mime game ▪ We're all different and that's OK – collect thumbprints from everyone and compare. ▪ Round: I like (anything but not people) End with paired mirroring. ▪ Warm up tangles; all change ▪ Meet my friend (interview each other and present your findings to the group). ▪ Discuss we can't all be best friends but it's good if we can be friendly to everyone. There will be some people we don't like but we should be polite to them. ▪ Ending activity ▪ Warm up oranges and lemons; round "I feel lonely when ..."; discuss what its like to feel lonely and how to show kindness to lonely children in the future. ▪ Wind down game. Thank you to someone in the room who helped when I felt lonely. 	<ul style="list-style-type: none"> ▪ Quality Circle Time, Jenny Mosley, ▪ Turn Your School Around, Jenny Mosley, ▪ Childline teacher's pack ▪ I've forgotten Edward Susan Hill and Helen Averley ▪ Dogger, Shirley Hughes, Red Fox 	<p>En1/3 RE/AT2/ Level 3</p>

	<p>good friend does not mean having to do everything your friends tell you to do.</p> <ul style="list-style-type: none"> ▪ To know we have different friends for different purposes. 	<ul style="list-style-type: none"> ▪ Using circle time, do a round: Think about and describe a really good friend, who is it? is it someone at school? ▪ Childline, Friends. ▪ Childline, Making New Friends. Finish by raising awareness of Childline's existence ▪ Discussion - what do you do with your friends? This information could be collated into a pictogram - does everybody do the same things? Do you always do the same things? ▪ In circle time read I've forgotten Edward by Susan Hill and Helen Averley - to talk about different types of friends. ▪ Read Dogger by Shirley Hughes - to talk about acts of friendship. ▪ To encourage the children to be self reflective - pose the question "Are you a good friend?" ▪ Design a booster poster for a friend. 		
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Key Stage 2: Year 4

➤ Relationships

PSHE & Citizenship Guidance/Ofsted	Learning Objectives	Suggested Activities	Suggested Resources	NC Links
<ul style="list-style-type: none"> ▪ 4c to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. ▪ 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view 	<ul style="list-style-type: none"> ▪ To have considered a range of different family types ▪ To have identified ways in which they like to be treated by others and how others might like to be treated by them. ▪ To have explored some of the differences in relationships between friends and in families ▪ To have begun to understand the different uses of the word love and the variety of meanings it has and to recognise that love can sometimes be painful ▪ To be able to consider how other people feel and how this helps to build friendships and relationships 	<ul style="list-style-type: none"> ▪ Ask everyone to draw a family without discussing it. Choose some drawings to discuss. Ask them to explain who is in their picture. Follow with a discussion about what a family is, who may be in it and different types of family. ▪ In groups, draw and describe all the family groups that have been discussed. ▪ Skills for the Primary School Child, Part 2, Section 2.1 Growing and Changing: Building Relationships Activity 1: Ways in which I like others to treat me ▪ Skills for the Primary School Child, Part 2, Section 2.1 Growing and Changing: Building Relationships Activity 2: People who mean a lot to me, differences in relationships, giving and taking. ▪ Skills for the Primary School Child, Part 2, Section 2.1 Growing and Changing: Building Relationships Activity 3: Love is ... Ways of showing love ▪ NSPCC Take Care: Book A, Taking care of myself, Activity A4, My Relationships 	<ul style="list-style-type: none"> ▪ NSPCC Take Care pack 	<p>En1/3 RE/AT2/ Level 3</p>

Key Stage 2: Year 5

➤ Puberty

PSHE & Citizenship Guidance/Ofsted	Learning Objectives	Suggested Activities	Suggested Resources	NC Links
<ul style="list-style-type: none"> ▪ 1d to recognise as they approach puberty how people's emotions change at that time and how to deal with their feelings towards themselves their family and others in a positive way. ▪ 3c about how the body changes as they approach puberty 	<ul style="list-style-type: none"> ▪ To have had the opportunity to work in single sex groups where appropriate ▪ To have discussed and understand that puberty is a normal part of growing up ▪ To have questions about menstruation answered ▪ To discuss feelings associated with menstruation ▪ To read about first experiences of menstruation ▪ To look at and consider different types of sanitary wear 	<ul style="list-style-type: none"> ▪ Split the class into boys and girls. Use separate resources to teach the boys and the girls about the changes in their bodies. ▪ Find out what pupils know about 'periods' and the accuracy of the information. ▪ Discussion about menstruation. 	<ul style="list-style-type: none"> ▪ Selection of sanitary wear ▪ Girl Talk: All the stuff your sister never told you, Carol Weston, Macmillan 	<p>Sc2/1a,2f</p>

Key Stage 2: Year 6

➤ Puberty and Reproduction

PSHE & Citizenship Guidance/Ofsted	Learning Objectives	Suggested Activities	Suggested Resources	NC Links
<ul style="list-style-type: none"> ▪ 1d to recognise, as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way ▪ 3c about how the body changes as they approach puberty. ▪ To know that safe routines can stop the spread of viruses including HIV 	<ul style="list-style-type: none"> ▪ To know how the body changes during/leading up to puberty ▪ To know the differences and purpose of the reproductive organs ▪ To know and understand conception ▪ To know how a baby develops ▪ To understand that HIV is a virus 	<ul style="list-style-type: none"> ▪ Brainstorm all the class knows about how a baby starts, collate on a large sheet of paper. ▪ Discussions and mini-workshops on: <ol style="list-style-type: none"> 1. Why people have children 2. Pregnancy True or False 3. Development of a baby in the mother’s womb 4. Birth 5. Miscarriage and stillbirth 	<ul style="list-style-type: none"> ▪ The Primary School Sex & Relationships Education Pack, Healthwise • Skills for the Primary School Child, Part 2, Tacade • For information on AIDS and HIV, a general guide is available from AVERT 	<p>Sc2/1a,2f</p>



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