

Appendix A - The Entitlement Curriculum for Sex and Relationships Education

Foundation Stage and Key Stage 1(Year1/2)

Age 3-5	Science Curriculum	<ul style="list-style-type: none"> find out about and identify some features of living things, objects and events they observe 		
		Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> the ways adults care for children basic hygiene routines, including toileting and washing 	<ul style="list-style-type: none"> dress and undress independently and manage their own personal hygiene describe their own appearance, including body parts 	<ul style="list-style-type: none"> value their body, physical achievements and capabilities 	
	<ul style="list-style-type: none"> have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others some ways of being a good friend 	<ul style="list-style-type: none"> recognise the importance of keeping healthy and those things which contribute to this respond to a range of experiences, showing a range of feelings when appropriate be able to identify when and how to say 'no' and 'stop' 		
Age 5-7	Science Curriculum	<ul style="list-style-type: none"> that animals, including humans, grow and reproduce that humans and animals can produce offspring and these grow into adults 	<ul style="list-style-type: none"> recognise and compare the main external parts of the bodies of humans recognise similarities and differences between themselves and others and treat others with sensitivity 	
		Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> how some diseases are spread and how to control them about the process of growing from young to old and how people's needs change the names of the main external parts of the body including agreed names for sexual parts understand they have rights over their own body 	<ul style="list-style-type: none"> recognise their responsibilities and how these have changed follow basic rules for keeping themselves safe and healthy 	<ul style="list-style-type: none"> value their own body and recognise its capabilities and uniqueness. how families are special for caring and sharing. 	
	<ul style="list-style-type: none"> ways in which they are like and different from others that they have some control over their actions and bodies 	<ul style="list-style-type: none"> identify and be able to talk with someone they trust be aware that their feelings and actions have an impact on others recognise similarities between themselves and their peers 	<ul style="list-style-type: none"> why families are special and how they care for each other 	

Key Stage 2 (Year 3/4/5/6)

Age 7-9	Science Curriculum	<ul style="list-style-type: none"> that the life processes common to humans and other animals include growth and reproduction about the main stages of the human life cycle 		
	Knowledge (PSHE)		Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> name the main external parts of the human body, including scientific names for sexual parts understand the physical differences between males and females understand how their responsibilities will change in the future 		<ul style="list-style-type: none"> carry out regular personal hygiene routines 	<ul style="list-style-type: none"> who has responsibility for their personal hygiene and who will have responsibility in the future the responsibilities parents have for babies perceptions of being 'grown up'
	<ul style="list-style-type: none"> consider ways they affect and are affected by their special people 		<ul style="list-style-type: none"> be able to listen to and support their friends and manage friendship problems be able to recognise unwanted physical contact and ways of stopping it and getting help 	<ul style="list-style-type: none"> be aware of other people's lifestyles and beliefs personal responsibility for personal safety and behaviour
Age 9-11	Science Curriculum	<ul style="list-style-type: none"> that the life processes common to humans and other animals include growth and reproduction about the main stages of the human life cycle 		
	Knowledge (PSHE)		Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> that bacteria and viruses can affect health and that following simple safe routines can reduce their spread about the physical changes that take place at puberty, why they happen and how to manage them understand that physical changes take place at different rates for different people Know the facts of the human lifecycle, including sexual intercourse 		<ul style="list-style-type: none"> recognise their changing emotions with friends and family and be able to express their feelings positively recognise and challenge stereotypes, for example in relation to gender recognise the pressure of unwanted physical contact, and know ways of resisting it. 	<ul style="list-style-type: none"> the diversity of lifestyles others' points of view, including their parents' or carers the need for trust and love in established relationships. about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.
	<ul style="list-style-type: none"> the many relationships in which they are involved where individual families and groups can find help about keeping themselves safe when involved with risky activities understand how self-confidence and assertiveness can help them keep themselves safe what makes a healthy lifestyle, what affects mental health and how to make informed choices 		<ul style="list-style-type: none"> respect other people's viewpoints and beliefs identify adults they can trust and who they can ask for help be self-confident in a wide range of new situations, such as seeking new friends see things from other people's viewpoints, for example their parents and their carers listen to, support their friends and manage friendship problems 	<ul style="list-style-type: none"> why being different can provoke bullying and why this is unacceptable when it is appropriate to take a risk and when to say no and seek help the diversity of values and customs in the school and in the community value themselves and identify positive things about themselves