

Distinct Teaching of Sex and Relationship Understanding- 2019



Aspect	Start teaching from	Knowledge, skills and Understanding	Activities	Resources
Awareness of own body	KS 1	To label boy and girl and know which they are	As part of everyday activities e.g. toileting, circle time, lunchtime, free choice activities	
		To hear the agreed names for genitals when the naming of them occurs naturally within the day		
		To begin to become aware of the need for privacy and rules such as clothes on around people, door closed in toilet, trousers up before leaving toilet		
		To become increasingly independent at cleaning themselves e.g. washing hands, wiping face, brushing teeth		
		To have the opportunity to refuse/say no and express their likes and dislikes		
	Yr 4	To know the names of the body parts including genitals	Label a body/child. Match labels to body parts.	Concrete resources Photos
		To know the differences between males and females and which gender they are	Compare boys and girls with clothes on, what is the same/different? Talk about how we know the difference between genders.	Photos of boys and girls Selection of clothes
		To be able clean themselves with minimal support e.g. wash hands, wipe face, shower	Daily activities Attention Autism activities	Soap, cloths
		To develop an awareness of private and public with verbal and physical prompting e.g. toilet door closed, trousers up before leave toilet, clothes on around others	Modelling, verbal and physical prompting	Visuals Social story if needed
		To know how to say no/stop and express likes/dislikes	Modelling Opportunities to practice saying 'no'/'don't like' in a range of activities	Communication boards/visuals Range of activities
	Yr 5	To know which parts of the body are public and private	Use NSPCC resources to discriminate between private and public parts of the body (pants)	
		To have an awareness of underwear and how it might change as they get older e.g. bra's	Relates to puberty and the changes their bodies go through.	Have children and adult underwear
		To know the need for and how to use toiletries such as deodorant	Use real toiletries to demonstrate how to use and why we need to use them. Role play. Model through 'Bucket time'	Variety of toiletries to use

		To know why it is important to say no/stop if they are not comfortable	Relate to private and public parts of body. Why it's important to say no/stop. When it is appropriate.	NSPCC resources
Understanding the changes in their body	KS 1	To know that they grow and change over time	Think about how much they have grown since being at SD. Look at baby photos and compare.	Photos of different stages of life
	Yr 4	To know how their body changes during puberty	Use correct names for sex organs. How and why the body changes – deeper voice, broader shoulders, hair/pubic hair growth. Why our bodies change (ready to have babies)	Hair in funny places book 'What's happening to Tom and Ellie' book Desmond and Daisy models
	Yr 5 (needs led)	To know about specific aspects of puberty e.g. menstruation, erections	(Needs led) Modelling and practicing placing sanitary pads on pants	Individual Social Stories Selection of sanitary products for work on periods
	Yr 5	To find ways to address their sensory needs and cope with their changes in feeling	Debrief boards - 'I feel ...I can/need..', 'My tummy is sore I need ...' Relook at sensory profiles	Resources which are appropriate substitutes e.g. water snake
Understanding of appropriate ways to behave	KS 1	To know what they should and shouldn't do with different people	Family/friends/known adults/strangers, discuss ways to behave around them e.g. appropriate to kiss family members but not adults at school.	So safe resources Talking mats
	Yr 4	Identify public and private places	Sort photos of different places – public and private, match activities to places	Talking mats Photos of places
	Yr 5	To know what they can and can't do in different places	Relate to masturbation if appropriate, public and private places.	