

Appendix C – Key Stage 1



Relationships and Sex Education Curriculum Map

Year Group	Cycle	Term	Details of topic/theme
1/2	A	Autumn A	<p>Relationships - Be Yourself</p> <p><u>Marvellous Me – I can talk about what makes me special</u> To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn ways in which they are all unique, understand that there has never been and will never be another them!</p> <p><u>Feelings – I can name some of the different feelings I have and can describe how they feel</u> To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set a simple but challenging goal.</p> <p><u>Things I like – I can talk about things I like that make me feel happy</u> To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences. To understand ways in which they are all unique; understand that there has never been and will never be another them!</p> <p><u>Uncomfortable feelings – I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings</u> To be able to communicate their feelings to others, to recognise how others show feelings and how to respond. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>

			<p><u>Changes – I can discuss how change and loss make me feel</u> To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends) To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p><u>Speak Up – I can share what I think and feel with confidence</u> To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>
1/2	A	Autumn B	<p>Relationships – VIPs</p> <p><u>Who are Your VIPs? – I can talk about the very important people in my life and explain why they are special</u> To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them, To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p><u>Families – I can describe why families are important</u> To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p><u>Friends – I can describe what makes someone a good friend</u> To offer constructive support and feedback to others. To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p><u>Falling Out – I can describe ways to help work out arguments and disagreements</u> To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p>

			<p><u>Working Together – I can cooperate with others to achieve a task</u> To recognise how their behaviour affects other people. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p><u>Showing You Care – I can describe how I can show my special people that I care about them and understand why this is important</u> To communicate their feelings to others, to recognise how others show feelings and how to respond. To offer constructive support and feedback.</p>
1/2	B	Autumn A	<p>Relationships – TEAM</p> <p><u>Together Everyone Achieves More – I can talk about the teams I belong to</u> To learn that they belong to various groups and communities, such as family and school. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p><u>Listening – I can be a good listener</u> To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p><u>Being Kind – I can explain how to be kind and why it is important</u> To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong. To offer constructive support and feedback to others.</p> <p><u>Bullying & Teasing – I can talk about unkind behaviour, teasing and bullying</u> To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p><u>Brilliant Brains – I can explain how to be a positive learner</u> To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choice have good and not-so-good consequences.</p>

			<p><u>Making Good Choices – I can identify good and not-so-good choices</u> To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences. To recognise that their behaviour can affect other people.</p>
1/2	B	Summer A	<p>Health & Wellbeing – It’s My Body</p> <p><u>My Body, My Business – I know I can choose what happens to my body</u> To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences. To recognise that they share a responsibility for keeping themselves and others safe, when to say “yes”, “no”, “I’ll ask” and “I’ll tell” including knowing that they do not need to keep secrets.</p> <p><u>Active and Asleep – I can make healthy choices about sleep and exercise</u> What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p> <p><u>Happy Healthy Food – I can make healthy choices about food and drink</u> What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p> <p><u>Clean as a Whistle – I know how to keep my body clean</u> The importance of, and how to maintain, personal hygiene. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p>

			<p><u>Can I Eat It? – I know what is safe to eat or drink</u> Rules for, and ways of, keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. That household products, including medicines, can be harmful if not used properly.</p> <p><u>I Can Choose – I can choose to keep myself safe</u> What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p>
1/2	B	Summer B	<p>Relationships - Growing Up</p> <p><u>Our Bodies – I can name the main parts of boys’ and girls’ bodies</u> To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p> <p><u>Is it OK? – I understand how to respect my own and other people’s bodies</u> To learn that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To learn 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><u>Pink and Blue – I understand that we are all different and different people like different things</u> To learn ways in which we are unique. To identify and respect the differences and similarities between people.</p> <p><u>Look At Me Now! – I can describe how I have changed since I was a baby</u> To learn about the process of growing from young to old and how people’s needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p>

			<p><u>Getting Older – I can describe how I will change as I get older</u> To learn about the process of growing from young to old and how people’s needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p><u>Changes – I can describe things that might change in a person’s life and how it might make them feel</u> To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p>
--	--	--	--

Red – denotes that parents can withdraw their child from this lesson.

Appendix C – Lower Key Stage 2



Relationships and Sex Education Curriculum Map

Year Group	Cycle	Term	Details of topic/theme
3/4	A	Autumn A	<p>Relationships – TEAM</p> <p><u>A New Start – I can talk about changes and how they might make me feel</u> To learn about change, including transitions (between Key stages and schools), loss, separation, divorce, bereavement. To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p><u>Together Everyone Achieves More – I can explain how and why we should well as a team</u> To know that their actions affect themselves and others. To work collaboratively towards shared goals.</p> <p><u>Working Together – I can describe how my actions and behaviour affect my team</u> To know that their actions affect themselves and others. To work collaboratively towards shared goals.</p> <p><u>Being Considerate – I can pay attention to and respond considerately to others</u> To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and respond appropriately to a wider range of feelings in others.</p> <p><u>When Things Go Wrong – I can describe why disputes might happen and strategies to resolve them</u> To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To know that their actions affect themselves and others.</p>

			<p><u>Responsibilities – I can talk about my responsibilities towards my team</u> To know that their actions affect themselves and others. To work collaboratively towards shared goals.</p>
3/4	A	Summer B	<p>Relationships – Growing Up</p> <p><u>Human Reproduction – I can describe male and female body parts and explain what these are for.</u> To learn about human reproduction.</p> <p><u>Changes in Boys – I can describe how boys’ bodies will change as they go through puberty</u> To learn how their body will, and emotions may, change as they approach and move through puberty.</p> <p><u>Changes in Girls – I can describe how girls’ bodies will change as they go through puberty</u> To learn how their body will, and emotions may, change as they approach and move through puberty.</p> <p><u>Changing Emotions – I can describe the feelings that some people experience as they grow up</u> To learn how their body will, and emotions may, change as they approach and move through puberty. To recognise that they may experience conflicting emotions and when their might need to listen to their emotions of overcome them.</p> <p><u>Relationships and Families – I understand that there are many different types of relationships and families</u> To learn that civil partnerships and marriage are examples of stable, loving relationships and 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. To learn about the different between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation. To learn 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><u>Where Do I Come From? – I can describe how babies are made and how they are born</u> To learn about human reproduction.</p>

3/4	B	Autumn A	<p>Relationships – VIPs</p> <p><u>Making Friends – I can explain why we need new friendships and how to make them</u> To recognise and respond appropriately to a wider range of feelings in others. To know that their actions affect themselves and others.</p> <p><u>Staying Friends – I can create a list of positive actions needed to stay friends with my friends</u> To be aware of different types of relationships, including those between acquaintances, friends, relatives and families. To know that their actions affect themselves and others.</p> <p><u>Is This A Good Friend? – I can identify my own support network</u> To be aware of different types of relationships, including those between acquaintances, friends, relatives and families. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p><u>Falling Out – I can demonstrate strategies for resolving conflicts</u> To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p><u>Bullying – I can identify what bullying is</u> To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice based language, how to respond and ask for help). To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.</p> <p><u>Anti-Bullying – I know what to do if someone is being bullied</u> To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, how to respond and ask for help). To realise the consequences of anti-social and aggressive behaviour such as bullying and discrimination of individuals and communities.</p>
-----	---	----------	--

3/4	B	Autumn B	<p>Relationships – Be Yourself</p> <p><u>Pride – I can say the things about myself that I am proud of</u> To reflect on and celebrate their achievements, identify their strengths, areas of improvement, set high aspirations and goals. To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p><u>Feelings – I can identify the feelings I have and describe how different emotions feel</u> To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To learn what positivity and negativity affects their physical, mental and emotional health.</p> <p><u>Express Yourself – I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important</u> To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</p> <p><u>Know Your Mind – I know how to be assertive</u> To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help, to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To recognise and manage “dares”.</p> <p><u>Media-Wise – I can explore messages given by the media and decide if they are helpful or harmful</u> To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To recognise and challenge stereotypes.</p>
-----	---	----------	--

3/4	B	Summer B	<p>Health & Wellbeing – It’s My Body</p> <p><u>My Body, My Choice – I know I can choose what happens to my body and how to say no</u> To learn 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 strategies required to get support if they have fears for themselves or their peers. 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). The concept of “keeping something confidential or secret”, when they should or should not agree to this and when it is right to “break a confidence” or “share a secret”.</p> <p><u>Fit as a Fiddle – I know how to keep my body healthy</u> To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a “balanced lifestyle”. To recognise the opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p><u>Good Night, Good Day – I know why it is important to get enough sleep</u> To learn what positively and negatively affects their physical, mental and emotional health. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p><u>Cough, Splutter, Sneeze! – I know how good hygiene helps to stop the spread of disease</u> To know that bacteria and viruses can affect health and that following simple routines can reduce their spread. To know what positively and negatively affects their physical, mental and emotional health.</p> <p><u>Drugs: Healing or Harmful? – I know how to take medicine safely and keep safe around drugs</u> To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p>
-----	---	----------	---

			<p><u>Choices Everywhere – I know how to make better choices and choose healthy habits</u></p> <p>To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a “balanced lifestyle”.</p>
--	--	--	---

Red – denotes that parents can withdraw their child from these lessons.

Appendix C – Upper Key Stage 2

Relationships and Sex Education Curriculum Map



Year Group	Cycle	Term	Details of topic/theme
5/6	A	Autumn A	<p>Relationships – VIPs</p> <p><u>Family and Friends – I can explain the important of respecting my VIPs</u> To recognise different types of relationships, including those between acquaintances, friends, relatives and families. To know that their actions affect themselves and others.</p> <p><u>Think Before You Act – I can identify different ways to calm down when I am feeling angry or upset</u> To recognise that their actions affect themselves and others. To recognise and respond appropriately to a wider range of feelings in others.</p> <p><u>It’s OK to Disagree – I understand that people have different opinions that should be respected</u> To develop strategies to resolve disputes and conflict through negotiations and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary, constructively challenge others’ points of view.</p> <p><u>You Decide – I can identify negative influences on my behaviour and suggest ways that I can resist these influences</u> To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p>

			<p><u>Secrets – I can explain when it is right to keep a secret, when it is not and who to talk to about this</u> To understand the concept of “keeping something confidential or secret”, when we should or should not agree to this and when it is right to “break a confidence” or “share a secret”. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p><u>False Friends – I can recognise healthy and unhealthy relationships</u> To be aware of different types of relationships, including those between acquaintances, friends, relatives or families. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p>
5/6	A	Autumn B	<p>Relationships – Be Yourself</p> <p><u>You Are Unique – I can explain why everyone is unique and understand why this should be celebrated and respected</u> To reflect on and celebrate their achievements, identify their strengths, areas for improvement and set high aspirations and goals. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.</p> <p><u>Let It Out! – I can explain why I should share my own thoughts and feelings and I know how to do this</u> To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p><u>Uncomfortable Feelings – I can explore uncomfortable feelings and understand how to manage them</u> To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise when they need help and to develop the skills to ask for help, to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p>

			<p><u>The Confidence Trick – I can understand why we sometimes feel shy or nervous and know how to manage these feelings</u> To approach challenges positively by collecting information, looking for help, making responsible choices and taking action. To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p><u>Do the Right Thing – I can identify when I might have to make different choices from those around me</u> To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a “balanced lifestyle”. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p><u>Making Amends – I can explore how it feels to make a mistake and describe how I can make amends</u> To reflect on and celebrate achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>
5/6	A	Summer B	<p>Health & Wellbeing – It’s My Body</p> <p><u>Your Body is Your Own – I know that my body belongs to me and that I have control over what happens to it</u> To know about taking care of their body, understanding that they have the right to protect their body from in appropriate and unwanted contact; understanding that actions such as female genital mutilation (fgm) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves and their peers. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a “balanced lifestyle”.</p> <p><u>Sleep Well, Be Well – I understand why getting enough sleep is important</u> To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a “balanced lifestyle”.</p>

			<p><u>Taking Care of Our Changing Bodies – I know how to take care of my changing body</u> To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have a positive, neutral and negative consequences) and to begin to understand the concept of a “balanced lifestyle”.</p> <p><u>Harmful Substances – I understand the harmful effects of using drugs, including alcohol and tobacco</u> To know which, why and how commonly available substances and drugs (including alcohol, tobacco and “energy drinks”) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. To understand what is meant by the term “habit” and why habits can be hard to change. To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p><u>How We Think and Feel About Our Bodies – I understand what a positive body image is</u> To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. To recognise and challenge stereotypes.</p> <p><u>Healthy Choices – I can make informed choices in order to look after my physical and mental health</u> To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a “balanced lifestyle”. To explore and critique how the media present information.</p>
5/6	B	Autumn A	<p>Relationships – TEAM</p> <p><u>Together Everyone Achieves More – I can talk about the attributes of a good team</u> To know that their actions affect themselves and others. To work collaboratively towards shared goals.</p>

Communicate – I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion

To know that their actions affect themselves and others.

To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.

Collaborate – I can work collaboratively to complete a task

To know that their actions affect themselves and others.

To work collaboratively towards shared goals.

Compromise – I can compromise to ensure a task is completed

To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.

Care – I can reflect on the need to care for individuals within a team

To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.

To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.

Shared Responsibilities – I can understand the importance of shared responsibilities in helping a team to function successfully

To know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

5/6	B	Summer B	<p>Relationships – Growing Up</p> <p><u>Changing Bodies – I can describe the changes people’s bodies go through during puberty and how we can look after our changing bodies</u> To learn how their body will change as they approach and go through puberty. To understand that they have the right to protect their body from inappropriate and unwanted contact.</p> <p><u>Emotional Changes – I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings</u> To learn about the ways in which puberty can affect us emotionally.</p> <p><u>Just The Way You Are – I recognise that many things affect the way we feel about ourselves and I understand that there is no such things as an ideal kind of body</u> To understand the influences around us that affect body image and the way we see ourselves.</p> <p><u>Relationships – I understand what a loving relationship is and that there are many types of relationships</u> To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation. To learn that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.</p> <p><u>Let’s Talk About Sex – I understand what a sexual relationship is and who can have a sexual relationship</u> To understand the term “sexual relationship”</p> <p><u>Human Reproduction – I can describe the process of human reproduction, from conception to birth</u> To learn about human reproduction.</p>
-----	---	----------	---

Red – denotes that parents can withdraw their child from these lessons.