

## **RSE – Overview Summer term 2 – Key Stage 1 & EYFS**

*Taught in Summer term 2 on a weekly basis. Lessons will be taught by a qualified Teacher.*

The following lessons will be taught between: June 4th – 24th July 2024.

If you have any questions please contact your child's class teacher.

### **Nursery**

Lesson Title	Overview	Content
Growing and Changing in Nature	<ul style="list-style-type: none"><li>• Describe seasonal changes</li><li>• Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot</li><li>• Describe the life cycle of an animal</li></ul>	<ul style="list-style-type: none"><li>• Talk about change in the environment</li><li>• Describe the changes in babies, young animals and plants as they grow</li><li>• Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like</li></ul>
When I was a baby	<ul style="list-style-type: none"><li>• Talk about how babies change as they grow</li><li>• Explain what babies need and how this changes as they grow</li><li>• Share their own experiences and listen to those of the others</li></ul>	<ul style="list-style-type: none"><li>• Talk about change in the environment</li><li>• Describe the changes in babies, young animals and plants as they grow</li><li>• Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like</li></ul>
Girls, boys and families	<ul style="list-style-type: none"><li>• Talk about the similarities and differences between the males and females</li><li>• Begin to play inclusively with their friends, regardless of their sex (if not already doing so)</li></ul>	<ul style="list-style-type: none"><li>• Talk about change in the environment</li><li>• Describe the changes in babies, young animals and plants as they grow</li></ul>

	<ul style="list-style-type: none"> <li>Think differently and more openly about what a family may look like.</li> </ul>	<ul style="list-style-type: none"> <li>Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like</li> </ul>
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## **Reception**

Lesson	Overview	Content
Seasons	<ul style="list-style-type: none"> <li>Name the different seasons and describe their differences.</li> <li>Explain the changes that occur as seasons change.</li> <li>Talk about how they have grown in resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that there are changes in nature and humans.</li> <li>Name the different stages in childhood and growing up.</li> <li>Understand that babies are made by a man and a woman.</li> <li>Use the correct vocabulary when naming the different parts of the body. (Penis/testicles and vagina/vulva)</li> <li>Know how to keep themselves safe.</li> </ul>
Life stages - plants, animals, humans	<ul style="list-style-type: none"> <li>To understand that animals and humans change in appearance over time.</li> <li>Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).</li> <li>Make observations and ask questions about living things.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that there are changes in nature and humans.</li> <li>Name the different stages in childhood and growing up.</li> <li>Understand that babies are made by a man and a woman.</li> <li>Use the correct vocabulary when naming the different parts of the body (Penis/testicles and vagina/vulva)</li> <li>Know how to keep themselves safe.</li> </ul>
Life Stages: Human life stage - who will I be?	<ul style="list-style-type: none"> <li>Retell a story and respond to questions about it.</li> <li>Use the language and describe the different life stages of: baby, child, teenager, adult, older age.</li> <li>Talk about their own experience of growing up.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that there are changes in nature and humans.</li> <li>Name the different stages in childhood and growing up.</li> <li>Understand that babies are made by a man and a woman.</li> <li>Use the correct vocabulary when naming the different parts of the body.</li> <li>Know how to keep themselves safe.</li> </ul>

Where do babies come from?	<ul style="list-style-type: none"> <li>• Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.</li> <li>• Understand that every family is different.</li> <li>• Talk about similarities and differences between themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that there are changes in nature and humans.</li> <li>• Name the different stages in childhood and growing up.</li> <li>• Understand that babies are made by a man and a woman.</li> <li>• Use the correct vocabulary when naming the different parts of the body. (Penis/testicles and vagina/vulva)</li> <li>• Know how to keep themselves safe.</li> </ul>
Getting bigger	<ul style="list-style-type: none"> <li>• Talk about how they have changed as they have grown.</li> <li>• Explain the differences between babies, children, and adults.</li> <li>• Understand that we are all unique.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that there are changes in nature and humans.</li> <li>• Name the different stages in childhood and growing up.</li> <li>• Understand that babies are made by a man and a woman.</li> <li>• Use the correct vocabulary when naming the different parts of the body. (Penis/testicles and vagina/vulva)</li> <li>• Know how to keep themselves safe.</li> </ul>
Me and my body - girls and boys	<ul style="list-style-type: none"> <li>• Name parts of the body (including reproductive parts) using the correct vocabulary.</li> <li>• Explain which parts of their body are kept private and safe and why.</li> <li>• Tell or ask an appropriate adult for help if they feel unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that there are changes in nature and humans.</li> <li>• Name the different stages in childhood and growing up.</li> <li>• Understand that babies are made by a man and a woman.</li> <li>• Use the correct vocabulary when naming the different parts of the body.</li> <li>• Know how to keep themselves safe.</li> </ul>

## **Year 1**

Lesson	Overview	Content
Inside my wonderful body	<ul style="list-style-type: none"> <li>• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>• Understand and explain the simple bodily processes associated with them</li> </ul>	<ul style="list-style-type: none"> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>• Learn the names of the main body party (including head, neck, arms, elbows, legs, knees, face, ears, eyes,</li> </ul>

		<p>hair, mouth, teeth) through games, actions, songs and rhymes.</p> <ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>
Taking care of a baby	<ul style="list-style-type: none"> <li>• Understand some of the tasks required to look after a baby;</li> <li>• Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> </ul>	<ul style="list-style-type: none"> <li>• About growing and changing from young to old and how people's needs change.</li> <li>• To identify common features of family life.</li> <li>• How people and other living things have different needs; about the responsibilities of caring for them.</li> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>
Then and now	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• About growing and changing from young to old and how people's needs change.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify things they could do as a baby, a toddler and can do now;</li> <li>• Identify the people who help/helped them at those different stages.</li> </ul>
Who can help?	<ul style="list-style-type: none"> <li>• Explain the difference between teasing and bullying;</li> <li>• Give examples of what they can do if they experience or witness bullying;</li> <li>• Say who they could get help from in a bullying situation.</li> </ul>	<ul style="list-style-type: none"> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>

		<ul style="list-style-type: none"> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>
<p>Surprises or secrets</p>	<ul style="list-style-type: none"> <li>• Explain the difference between a secret and a nice surprise;</li> <li>• Identify situations as being secrets or surprises;</li> <li>• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> </ul>	<ul style="list-style-type: none"> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

<p>Keeping privates private</p>	<ul style="list-style-type: none"> <li>• Identify parts of the body that are private;</li> <li>• Describe ways in which private parts can be kept private;</li> <li>• Identify people they can talk to about their private parts.</li> </ul>	<ul style="list-style-type: none"> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• To name the main parts of the body including genitalia.</li> <li>• To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</li> </ul>
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## **Year 2**

Lesson	Overview	Content
<p>A helping hand</p>	<ul style="list-style-type: none"> <li>• Demonstrate simple ways of giving positive feedback to others.</li> </ul>	<ul style="list-style-type: none"> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>
<p>Sam moves away</p>	<ul style="list-style-type: none"> <li>• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> </ul>	<ul style="list-style-type: none"> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</li> </ul>

<p>Haven't you grown!</p>	<ul style="list-style-type: none"> <li>• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>• Understand and describe some of the things that people are capable of at these different stages.</li> </ul>	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult.</li> </ul>
<p>My body, your body</p>	<ul style="list-style-type: none"> <li>• Identify which parts of the human body are private;</li> <li>• Explain that a person's genitals help them to make babies when they are grown up;</li> <li>• Understand that humans mostly have the same body parts but that they can look different from person to person.</li> </ul>	<ul style="list-style-type: none"> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> </ul>
<p>Respecting privacy</p>	<ul style="list-style-type: none"> <li>• Explain what privacy means;</li> <li>• Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>• Give examples of different types of private information.</li> </ul>	<ul style="list-style-type: none"> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>