

-Relationships and Health Education - Knowledge Organiser

EYFS

Overview

By the end of EYFS learners will have experienced and explored themselves as individuals whom are part of the wider school community. Learners will explore their body parts and their names. Learners will engage in building positive and appropriate relationships with adults and peers; these will be modelled and fostered as part of the community ethos of the school.

Key Teaching Points

Teaching should consist of discrete sessions around keeping clean, families, bodies, and friendships.

Teaching should also be embedded throughout the school day when considering healthy practice before lunch e.g. washing hands; respectful relationships on the playground and during free play; and during hygiene times such as in the toilet.

Key Vocabulary

Girl/Boy
Male/Female
Penis
Vagina
Vulva
Bottom
Pad
Like
Don't like
Same/Different
Family
Love

Self-care, Support and Safety

Keeping Clean

- *Clean clothes
- *Using soap to clean our body
- *Germs
- *Brush your teeth
- *Staying clean when visiting the toilet

Who am I?

- *The human race – learning about different races but we are still all human and therefore the same.
- *What communities do I belong to...e.g. school, home, local area, country, religion.
- *What's my Name
- *How do I identify (female/male/non binary)
- *What do I like and what don't I like

Special People

- *Who is in my family
- Different families
- *Love for pets
- Sense of Self - Changing and Moving on
- *What will I look like when I get older?
- *How does my body change as I get older?
- *Grief/loss
- *When I move on the adult's in my class will still like me but I might miss them "when people leave they still like/love me"

Managing Feelings

My friends

- *Showing respect
- *what is a good friendship
- *how can I resolve a conflict

Changing and Growing

My Body

- *Growing up (life cycle)
- *Using anatomically correct language for my body parts.
- *Naming my body parts.

Changing and Moving on

- *What will I look like when I get older?
- *How does my body change as I get older?
- *Grief/loss
- *When I move on the adult's in my

Respect

Encourage

Achieve

Care

Have Fun

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Who am I?	Special People	Keeping Clean	My Body	My friends	Changing and Moving on

-Relationships and Health Education - KS1 Knowledge Organiser

Overview

In Key Stage 1 our learners will be introduced to the idea that we grow from a baby to an adult and that our bodies grow and change. Teaching will revolve around creating a culture of acceptance of differences and inclusivity. The learners will explore how to navigate relationships and ensure that learners are given the tools to manage conflict. Learners will explore family relationships and what to expect from those that care for us.

Learners will continue to be encouraged to develop independence skills in self care.

Learners will continue to be immersed in an environment that uses the appropriate terminology for our body parts and will continue to build on this knowledge throughout key stage 1.

Key Teaching Points

Teaching should consist of discrete sessions around keeping clean, families, bodies, and friendships.

Teaching should also be embedded throughout the school day when considering healthy practice before lunch e.g. washing hands; respectful relationships on the playground and during free play; and during hygiene times such as in the toilet.

Key Vocabulary

Girl/Boy	Family
Male/Female	Love
Penis	Friend
Vagina	Public
Vulva	Private
Bottom	Feelings (happy, sad, angry, excited)
Pad	
Like	
Don't like	
Same/Different	

Self-care, Support and Safety

Taking care of myself *self care techniques *Who cares for us and what can I do for myself	Keeping safe *my rights *who helps me and who keeps me safe *how to call the emergency services *What is private and what is public *whats the difference between a surprise and a secret *I can say 'no' *Dealing with touch
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Managing Feelings

My relationships *How to make sure everyone feels included. *What is fair and unfair. *Being kind and making sure we know what to do when someone is unkind. *Good listening skills making sure we listen to our friends. *family and special people *people who care for us and how to get help. *the roles of the adults in my family *Different types of families – the same in that they love and care for us.	My feelings *What makes me happy *What makes me sad *Describe feelings *Express feelings *Express feelings *Explore strategies to help me regulate my emotions
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Changing and Growing

Changing and Growing *Who am I am what makes me special *How am I the same and different from my friends? *What groups or communities do I belong to?	Changing and growing *How have I changed (since a baby? Throughout the year?) *Identify differences between baby, child and adult *Human life cycle
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Changing and Growing	Keeping safe	My relationships	Taking care of myself	My feelings	Changing and growing

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KS2

Overview

In Key Stage 2 learners will look more in-depth at the changing process including (where appropriate) puberty. Learners will think about keeping themselves safe not only in the wider world but how to deal with issues that might arise online. Learners will talk about trust, who they can trust and where they can get help. Learners will also learn about public and private places and continue to be supported to understand that there are parts of their body that they cannot expose in public places through an immersive and consistent environment. Learners will also continue to be supported to understand personal care routines, such as keeping their hands and faces clean, washing their body, cleaning their teeth and where appropriate the use of deodorant.

Key Teaching Points

Teaching should consist of discrete sessions around keeping clean, families, bodies, and friendships.

Teaching should also be embedded throughout the school day when considering healthy practice before lunch e.g. washing hands; respectful relationships on the playground and during free play; and during hygiene times such as in the toilet.

Learners towards the end of KS2 will begin to experience puberty. When it is appropriate learners can engage in teaching about puberty (year 5 and 6).

Core vocabulary should be used at all times to include anatomically correct language as identified by the core vocabulary boards.

Key Vocabulary

Girl/Boy	Like/Don't like
Male/Female	Same/Different
Penis	Family
Vagina	Love
Vulva	Friend
Bottom	Public
Menstruation/Period	Private
Erection	Feelings (happy, sad, angry, excited)
Ejaculation	
Sperm	Secret
Tampon	
Sanitary towel	
Pad	

Self-care, Support and Safety		
Personal care *Self care techniques *how to stay well and healthy *how do germs spread *personal care needs as I change and grow.	Keeping myself safe *Keeping myself physically safe *Adults who help keep me safe *what to do if we feel unsafe *Who can help me? *How to call the emergency services *How to be safe around the home/school/water/road/railway and fire.	E-Safety *How do we communicate including online *Communicating choice *risks of communicating online *keeping safe online e.g. passwords *Risks of being online
Managing Feelings		
Trusting Relationships *Who are trusted adults in school *How do I communicate that I need help *What is personal and what is private *What is a secret *Who can help if I feel worried *What is the difference between a secret and a surprise *dealing with pressure *Different types of relationships *Romantic relationships are different from friendships		
Changing and Growing		
Changes at puberty *Recognising the appropriate names for our body parts including genitalia. *recognising changes at puberty *Differences between male	My body (public and private, body part names and who can touch/where can I touch?) *Public and Private – what can I do in a public place? What can I do in private?	

Respect	Encourage		Achieve	Care	Have Fun	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	Changes at puberty	E-Safety	Trusting Relationships	Keeping myself safe	My body	Personal care

-Relationships and Health Education -

KS3

Knowledge
Organise

Overview

In KS3 learning builds upon the foundations laid out in EYFS, KS1 and KS2. Learners will already have been exposed to learning around public and private, their bodies and how they change and grow. Learners will also have been exposed to learning about relationships, special people and who is a safe or trusted adults.

Learners in KS3 will be exploring who they are including how they might identify as they move into adulthood. Learners will be encouraged to think about their feelings and explore these in terms of how to manage stronger feelings such as ‘fancying’ somebody. Learners will explore puberty in greater depth and will continue to think about how this relates to the public and private worlds in which they live. Learners will explore safety and risks and how to keep safe as they become older/more mature and begin to seek some independence. Learners will be taught what an Emergency is and how to call for help.

Key Teaching Points

Teaching should demonstrate inclusive attitudes that reflect the core values of the school.

Teachers should express acceptance of learners’ individual choices and use inclusive language such as ‘partner’ instead of ‘boyfriend or girlfriend’. Teaching staff should consider the use of the personal pronouns ‘they/them’ rather than she/her or he/him.

Teachers should consider the developmental appropriateness of teaching sex education.

Key Vocabulary

Girl/Boy	Tampon	Intercourse
Male/Female	Sanitary towel	Masturbation
Penis	Pad	Abuse
Testicles	Like/Don’t like	FGM
Breasts		Parenthood
Vagina	Same/Different	Adoption
Vulva	Family	Pregnancy
Bottom	Love	Fertilisation
Menstruation/Period	Friend	Conception
Erection	Public	Sperm
Ejaculation	Private	Egg
Sperm	Feelings (happy, sad, angry, excited)	Contraception
	Secret	Abortion
	Touch	
	Sex	

Feelings *Feeling unwell – what to do and how to get help *How to avoid feeling ill – good self-care routines *Who can give me advice on my feelings? *Self examination – ensuring we are checking ourselves *Feeling frightened and worried. *Who can help if I feel frightened and worried. *What to do with unwanted physical contact *Physical harm and the law *FGM	Emergency! (What do I do?) *Keeping safe in school *Reporting an emergency *First aid *following rules keeps us safe.	Safety vs. Risk (INCLUDING PUBLIC AND PRIVATE) *Keeping physically safe *What is risk? *Who are trusted adults *How to reduce risks *When can taking risks be positive? *Online safety *safety and well-being when using social media *online communication *Public and private – what is it? What should be kept private and what is ok to share? *sharing photos online *Keeping safe online *Sharing and viewing explicit images and the law *online scams
Managing Feelings		
Feelings (How to manage strong feelings? What are strong feelings?) *How do we express strong feelings *What strategies do I use to feel happy *How to help myself and others feel happy and who to ask for support *what does it feel like to ‘like’ someone *What is the difference between ‘like and fancy’ *Who can I like or fancy? *what is appropriate vocabulary linked to sex and relationships *who can support me with gender, sexuality and intimate relationships? *emotional changes through puberty		
Changing and Growing		
Changing Relationships *What is a friend? *Why is friendship important? *How friendships change and how to end a friendship *Healthy and unhealthy relationships behaviours *Intimate relationships *Long term relationships and parenthood.	Sexuality, Relationships, and Intimacy (Including intimate relationships and consent) *how have I changed as I have got older? *new responsibilities and roles as I grow older *physical changes during puberty *personal hygiene needs *the function of reproductive organs *the stages of reproduction, pregnancy and birth *fertility changes as we get older and with lifestyle factors *Intimate relationships *consent and how to give consent *Sex and Pregnancy *Contraception	

Respect	Encourage	Achieve	Care	Have Fun		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3	Changing Relationships	Feelings (How to manage strong feelings? What are strong feelings?)	Sexuality, Relationships, and Intimacy (Including intimate relationships and consent)	Safety vs. Risk (INCLUDING PUBLIC AND PRIVATE)	Emergency! (What do I do?)	Feelings

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KS4

Overview

In KS4 learners will again focus on changes that are or have happened to their bodies, they will be exploring what a friendship is vs a relationship and what appropriate relationships behaviours look like. Learners will be given the tools to keep themselves safe in a relationship and report relationship behaviours that are unhealthy. Learners will look at what sexual relationships look like, how babies are conceived and contraception.

Key Teaching Points

Teaching should demonstrate inclusive attitudes that reflect the core values of the school.

Teachers should express acceptance of learners' individual choices and use inclusive language such as 'partner' instead of 'boyfriend or girlfriend'. Teaching staff should consider the use of the personal pronouns 'they/them' rather than she/her or he/him.

Key Vocabulary

Girl/Boy	Tampon	Intercourse
Male/Female	Sanitary towel	Masturbation
Penis	Pad	Abuse
Testicles	Like/Don't like	FGM
Breasts	Same/Different	Parenthood
Vagina	Family	Adoption
Vulva	Love	Pregnancy
Bottom	Friend	Fertilisation
Menstruation/Period	Public	Conception
	Private	Sperm
Erection	Feelings (happy, sad, angry, excited)	Egg
Ejaculation		Contraception
Sperm	Secret	Abortion
	Touch	
	Sex	

Self-care, Support and Safety

Relationship behaviours and staying safe in a relationship.

- *Healthy and unhealthy relationship behaviours
- *Long term relationships and parenthood
- *Who can support with relationships
- *Relationship break down.

Managing Feelings

Friendship vs Relationship (Managing strong feelings)

- *What is a friend and how can I be a good friend?
- *How to manage friendship or relationships break down
- *The difference between liking someone and fancying them
- *Entering a relationship
- *Where can I seek support for strong feelings?

Changing and Growing

What is going on in my body?

- *What happens to my body as I grow older?
- *How does fertility change and what lifestyle factors affect this?
- *Keeping healthy and ensuring lifelong health e.g. checking myself
- Attending a sexual health clinic
- *Strong feelings and how to manage this

Sexual Relationships, conception and contraception

- *What is sex?
- *What do I do if I don't want to have sex?
- *What is unwanted physical contact? (abuse) and how to report it.
- *Keeping safe when having sex
- *Sexual health clinics and support
- *Contraception and STI/STD's
- *Pregnancy, Conception and Birth
- *Unwanted pregnancy

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

KS4

What is going on in my body?

Friendship vs Relationship
(Managing strong feelings)

Sexual Relationships, conception and contraception

Relationship behaviours and staying safe in a relationship.