

MSJ RSHE Policy - Appendix 1: Curriculum map

Relationships and sex education curriculum map (Summer 2026 review – no changes) Using the thematic scheme from SCARF.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 2	Growing and Changing Recognising what makes them unique and special; feelings; managing when things go wrong - to recognise what makes them special and unique including their likes, dislikes and what they are good at - how to manage and whom to tell when finding things difficult, or when things go wrong - how they are the same and different to others - about different kinds of feelings - how to recognise feelings in themselves and others - how feelings can affect how people behave Note that Keeping privates private is covered in the 'Respecting ourselves and others' unit which is taught in Autumn 2. - Children are taught to identify parts of the body that are private. - Describe ways in which private parts can be kept private. - Identify people they can talk to about their private parts.	SCARF – Thinking about feelings Our feelings Feelings and Bodies Harold loses Geoffrey Harold learns to ride a bike Then and now

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Year 2	Summer 2	Growing and Changing Growing older; naming body parts; moving class or year • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year	SCARF – You can do it Sam moves away Haven't you grown! My body, your body Respecting privacy Fun or not?

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Year 3	Summer 2	Growing and Changing Personal strengths and achievements; managing and reframing setbacks • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions. • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult).	SCARF – Let's celebrate our differences Body spaces Raisin challenge (1)

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Year 4	Summer 2	Growing and Changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty	SCARF – Moving House My feelings are all over the place! Preparing for changes at Puberty* <i>*Note that activity 3 “Wet Dreams”, is not covered within this unit. While nocturnal emissions are discussed as part of male puberty and growing up, the level of detail and emphasis within this activity is not considered age-appropriate for our pupils.</i> All change!** <i>**Note that the ‘puberty for boys’ video is not shown (due to frequent mentions of the word masturbation)</i> <i>**Note that the “Starting Families” activity 3 is also not delivered at this stage because, rather than focusing on the biological aspects of puberty, it explores the reasons for sexual intercourse and relationships, which are covered later in the primary curriculum.</i>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 2	Growing and Changing To develop pupils' understanding of puberty, body changes, respectful relationships, bullying (including online bullying), and the importance of safe and responsible behaviour online. - Identify some products that they may need during puberty and why; - Know what menstruation is and why it happens. - Know the correct words for the external sexual organs; - Discuss some of the myths associated with puberty. - Recognise that some people can get bullied because of the way they express their gender; - Give examples of how bullying behaviours can be stopped. - Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens. - Understand that the information we see online either text or images, is not always true or accurate; - Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; - FGM is briefly mentioned to the children and the following phrase is used: <i>Sometimes people commit crimes against a girl's body which involve cuts being made to her vulva, this is known as female genital mutilation or FGM.</i>	SCARF – Stop, start, stereotypes Is it true? Growing and changing bodies Changing bodies and feelings* <i>*In activity 2, labelling external body parts, the additional content relating to circumcision and associated cultural, religious, legal, and safeguarding considerations is not covered within our curriculum, although the term is explained.</i> <i>"Circumcision is a procedure where a small piece of skin called the foreskin is removed from the end of the penis. Some families choose this for religious, cultural, or medical reasons."</i>

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Year 6	Summer 2	Growing and Changing Human reproduction and birth; increasing independence; managing transitions - to recognise some of the changes as they grow up e.g. increasing independence - about what being more independent might be like, including how it may feel - about the transition to secondary school and how this may affect their feelings - about how relationships may change as they grow up or move to secondary school - practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school - Understand that a healthy attitude towards food can really support growth and puberty changes; - how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb (<i>Science curriculum, no right to withdraw</i>) - Know the legal age of consent and what it means. - identify the links between love, committed relationships and conception - what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults - that pregnancy can be prevented with contraception (the word condom is mentioned) - about the responsibilities of being a parent or carer and how having a baby changes someone's life The objectives highlighted in red form part of the non-statutory sex education curriculum at MSJ. Parents/carers have the right to withdraw their child from these sessions in accordance with statutory guidance.	SCARF – Is this normal? Helpful or unhelpful? Managing change Making babies* <i>This session contains non-statutory sex education, as it teaches how babies are conceived through sexual intercourse and how this can be prevented through the use of condoms. Please make sure all parents have been informed of their right to withdraw.</i> <i>*The video exploring the different ways families may have children is not shown within our curriculum. At this stage, teaching focuses on the biological facts of human reproduction in an age-appropriate manner. More complex discussions around assisted reproduction, surrogacy, IVF, donor conception, and related terminology are considered beyond the intended scope of the primary curriculum and are therefore mentioned for awareness but not covered in detail. Pupils are instead taught that families are formed in different ways and that all families should be treated with respect.</i> What's the risk (2)