

## Key Stage 1 & 2 Science and RSE curriculum coverage:

<p><b>Year One:</b></p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• To know human bodies have similar parts.</li> <li>• To know that animals and humans grow and change as they grow older.</li> <li>• To know the names of the main parts of the body.</li> </ul> <p><b>RSE:</b></p> <ul style="list-style-type: none"> <li>• To describe what makes a good friend.</li> <li>• To identify when friendship feels good.</li> <li>• To describe how to solve a problem when a friendship goes wrong.</li> <li>• To understand how to be a good friend and what makes friendship feel good.</li> <li>• To develop understanding that there are many different types of family and that in our school we value all types of families equally.</li> </ul>
<p><b>Year Two:</b></p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• To know human bodies have similar parts.</li> <li>• To notice that animals, including humans, have offspring which grow into adults.</li> <li>• To know that humans grow and change as do all living things.</li> </ul> <p><b>RSE:</b></p> <ul style="list-style-type: none"> <li>• Bodies are different.</li> <li>• To say what is brilliant about my body.</li> <li>• To explain what to do if someone says mean things about someone's body.</li> <li>• To describe how to get help.</li> <li>• To begin to develop a positive body image about themselves and learn skills to respond to any negative comments about their bodies.</li> <li>• To develop an awareness of and take increasing responsibility for taking care of their own needs.</li> <li>• To understand what 'private' means.</li> <li>• To name the different parts of my body including the private and personal body parts.</li> <li>• To explain what private and personal parts are and how they are identified.</li> <li>• To build a support network of people who can help them.</li> <li>•</li> </ul>
<p><b>Year Three:</b></p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Children to understand the benefits of healthy eating, value of exercise, identify main bones and their purpose, how bones and muscles work together for movement</li> <li>• To understand ultra-violet rays, how they can be harmful, how to protect skin and eyes with sun block and sunglasses.</li> </ul> <p><b>RSE:</b></p> <ul style="list-style-type: none"> <li>• To understand what a stereotype is and develop an understanding of gender stereotypes.</li> <li>• To identify one person to talk with about growing up.</li> </ul>

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	<ul style="list-style-type: none"> <li>• To identify something that will make us feel safe to discuss our bodies and relationships.</li> <li>• To develop an understanding of gender stereotypes.</li> <li>• To show respect to others who are different to me.</li> <li>• To develop a positive sense of self.</li> <li>• To develop and understanding of what a good or healthy friendship is.</li> </ul>
<b>Year Four:</b>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• To understand teeth – How they grow, change develop. How to look after your teeth and how they decay.</li> <li>• To understand digestion – How it works and why it's important. How diet can affect digestion and your body.</li> </ul> <p><b>RSE:</b></p> <ul style="list-style-type: none"> <li>• To name one thing that most families have in common and one way in which families can be different.</li> <li>• To explain how I would respond to unkind, mean or bullying behaviour about my family or someone else's.</li> <li>• To identify who to talk to if worried about anyone or anything in my family.</li> <li>• To explore further diversity in families and to have some ideas of what to do if there are family difficulties.</li> <li>• To label the personal and private parts of bodies.</li> <li>• To explain the difference between safe and unsafe touches. To know that no one has the right to touch us in a way that feels unsafe not even someone in our family.</li> <li>• To reinforce language for the personal and private parts of the body and to explore ideas of safe touch, personal-space and consent.</li> <li>• To explain which parts of the body we particularly need to keep clean as we get older.</li> <li>• To begin to use skills in assessing and managing risk and use 'Stop Think Go' to help know what our options are if we start to feel unsafe.</li> <li>• To know who we can ask for help both online and offline.</li> </ul>
<b>Year Five:</b>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• To describe the life process of reproduction in some plants and animals.</li> <li>• To know and use scientific names for the male and female reproductive organs.</li> </ul> <p><b>RSE:</b></p> <ul style="list-style-type: none"> <li>• To know what to do if we see something upsetting or shocking online.</li> <li>• To be able to explain and describe what online bullying is.</li> <li>• To explore the challenges of on and offline friendships.</li> <li>• To explain the difference between a safe and unsafe secret and explore trust and secrets in friendship.</li> <li>• To explore peer pressure and develop the skills to say no.</li> <li>• To understand the need to ask and receive permission (consent) for some types of touch.</li> <li>• To identify when physical contact feels unsafe and describe how to ask for help.</li> <li>• To evaluate the importance of choice, control and time limit in making safer choices.</li> <li>• To explain why posting pictures online could be risky and explain the law about sharing pictures of a child's personal and private body parts.</li> </ul>

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	<ul style="list-style-type: none"><li>• To identify some of the changes that will happen in my body and other bodies during puberty.</li><li>• To know who I can talk to when I need help dealing with the changes at puberty and ask for support for any changes that are difficult to manage.</li><li>• To explain what a period (menstruation) is and suggest ways to overcome possible problems from periods.</li></ul>
<b>Year Six:</b>	<p><b>Science:</b></p> <ul style="list-style-type: none"><li>• To know that humans produce offspring.</li><li>• To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li></ul> <p><b>RSE:</b></p> <ul style="list-style-type: none"><li>• To explain what wet dreams are and that some boys have wet dreams, and some don't.</li><li>• To explain and describe what masturbation is.</li><li>• To describe fertilisation through sexual intercourse.</li><li>• To explain how a baby is made and that different people use different methods to do this.</li><li>• To describe what consent means and explain the law around the age of consent.</li><li>• To explain that some people have help to become pregnant and why some people need assistance to make a baby.</li><li>• To describe the difference between identical and non-identical twins.</li><li>• To learn about pregnancy and how babies are delivered.</li><li>• To develop understanding of key terms related to sexual identity and gender identity and the unacceptability of prejudice.</li><li>• To understand more about discrimination and the groups covered by the equality act and describe ways to challenge prejudice and discriminatory behaviour.</li><li>• To learn about who can help including external services and know that it is good to talk no matter what the issue.</li></ul>