

Key Stage 1 & 2 Science and RSE curriculum coverage:

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

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| | <ul style="list-style-type: none"> • To identify something that will make us feel safe to discuss our bodies and relationships. • To develop an understanding of gender stereotypes. • To show respect to others who are different to me. • To develop a positive sense of self. • To develop and understanding of what a good or healthy friendship is. |
| <p>Year Four:</p> | <p>Science:</p> <ul style="list-style-type: none"> • To understand teeth – How they grow, change develop. How to look after your teeth and how they decay. • To understand digestion – How it works and why it's important. How diet can affect digestion and your body. <p>RSE:</p> <ul style="list-style-type: none"> • To name one thing that most families have in common and one way in which families can be different. • To explain how I would respond to unkind, mean or bullying behaviour about my family or someone else's. • To identify who to talk to if worried about anyone or anything in my family. • To explore further diversity in families and to have some ideas of what to do if there are family difficulties. • To label the personal and private parts of bodies. • 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. • To reinforce language for the personal and private parts of the body and to explore ideas of safe touch, personal-space and consent. • To explain which parts of the body we particularly need to keep clean as we get older. • 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. • To know who we can ask for help both online and offline. |
| <p>Year Five:</p> | <p>Science:</p> <ul style="list-style-type: none"> • To describe the life process of reproduction in some plants and animals. • To know and use scientific names for the male and female reproductive organs. <p>RSE:</p> <ul style="list-style-type: none"> • To know what to do if we see something upsetting or shocking online. • To be able to explain and describe what online bullying is. • To explore the challenges of on and offline friendships. • To explain the difference between a safe and unsafe secret and explore trust and secrets in friendship. • To explore peer pressure and develop the skills to say no. • To understand the need to ask and receive permission (consent) for some types of touch. • To identify when physical contact feels unsafe and describe how to ask for help. • To evaluate the importance of choice, control and time limit in making safer choices. • 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. |

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