

Year One:	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• To know that male and female 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 be introduced to the theme and characters for the Yasmin and Tom series of lessons.</li> <li>• To begin to be able to challenge gender stereotypes</li> <li>• Pupils can describe some ways that boys and girls are similar or the same.</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> <li>• To understand the features of a good friend and positive friendships.</li> <li>• For pupils to recognise that all bodies are different and that all bodies can do different things.</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 be able to name their personal and private body parts, in a safe space, confidently.</li> <li>• To understand what 'private' means.</li> <li>• To know the names of the male and female sexual parts; vulva, penis, testicles and bottom</li> <li>• To know that are pants are private using NSPCC 'Pantasaurus'. This is taught using the Safeguarding In Banbury (SCIB) resources.</li> </ul>
Year Two:	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• To know that male and female 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>• To understand how to be a good friend and what makes friendship feel good.</li> <li>• To develop an awareness of and take increasing responsibility for taking care of their own needs. (Keeping clean)</li> <li>• To have an awareness of some of the ways that they can keep themselves safe.</li> <li>• To build a support network of people who can help them</li> </ul>
Year Three:	<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 know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens.</li> <li>• Identify different types of relationships and recognise who we have positive healthy relationships with.</li> <li>• To know that you have different types of relationships with different people</li> </ul>
Year Four:	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• To understand teeth – How they grow, change and 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 develop a positive sense of self</li> <li>• To ensure all pupils know who they can ask for help.</li> <li>• To explore diversity in families and to have some ideas of what to do if there are any difficulties in their family</li> <li>• To develop an understanding of gender stereotypes</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 the correct names for the male and female reproductive organs.</li> </ul> <p><b>RSE:</b></p> <ul style="list-style-type: none"> <li>• To understand some of the physical and emotional changes that occur during puberty.</li> <li>• To know and be reassured that emotional changes are normal part of puberty.</li> <li>• Understand how the onset of puberty can have emotional as well as physical impact and suggest reasons why young people sometimes fall out with their parents.</li> <li>• Identify people who can be trusted</li> <li>• Understand what kinds of touch are acceptable or unacceptable and describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> <li>• To know the correct words for the external sexual organs and discuss some of the myths associated with puberty.</li> <li>• Understand and explain why puberty happens.</li> <li>• Know the key facts of the menstrual cycle and understand that periods are a normal part of puberty for girls, why and how menstruation is and why it happens.</li> <li>• To identify some products that they may need during puberty</li> <li>• To explain the difference between a safe and an unsafe secret and identify situations where someone might need to break a confidence in order to keep someone safe.</li> <li>• To recognise that some people can get bullied because of the way they express their gender and give examples of how bullying behaviours can be stopped.</li> <li>• To be able to describe physical and emotional changes that takes place as boys and girls go through puberty.</li> </ul>
<b>Year Six:</b>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• To know that humans produce offspring.</li> </ul> <p><b>RSE:</b></p> <ul style="list-style-type: none"> <li>• To understand that in puberty we all develop at different times and rates to our peers and that this is normal.</li> <li>• Suggest strategies that would help someone who felt challenged by the changes in puberty.</li> <li>• Understand what FGM is and that it is an illegal practice in this country.</li> <li>• Know where someone could get support if they were concerned about their own or another person's safety.</li> <li>• To know and be reassured that emotional changes are a normal part of puberty.</li> <li>• To understand the risks of sharing images online and how these are hard to control, once shared.</li> <li>• Understand that people can feel pressured to behave in a certain way because of the influence of a peer group.</li> <li>• To define what is meant by the term 'stereotype' and recognise how the media can sometimes reinforce gender stereotypes.</li> <li>• Recognise that people fall into a wide range of what is seen as 'normal' and challenge stereotypical gender portrayals of people.</li> </ul>

	<ul style="list-style-type: none"><li>• To understand the importance of making safe and sensible decisions for yourself and not succumbing to pressure of others.</li><li>• To develop an understanding that a sexual relationship is an expression of a couples' affection in a committed relationship.</li><li>• To know that safe routines can protect sexual health and what could happen if safe sex is not practiced (e.g. pregnancy or contracting sexually transmitted infections).</li></ul>
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