

Year One:	Science: <ul style="list-style-type: none"> • To know that male and female 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. RSE: <ul style="list-style-type: none"> • To be introduced to the theme and characters for the Yasmin and Tom series of lessons. • To begin to be able to challenge gender stereotypes • Pupils can describe some ways that boys and girls are similar or the same. • To develop understanding that there are many different types of family and that in our school we value all types of families equally. • To understand the features of a good friend and positive friendships. • For pupils to recognise that all bodies are different and that all bodies can do different things. • To begin to develop a positive body image about themselves and learn skills to respond to any negative comments about their bodies. • To be able to name their personal and private body parts, in a safe space, confidently. • To understand what 'private' means. • To know the names of the male and female sexual parts; vulva, penis, testicles and bottom • To know that pants are private using NSPCC 'Pantosaurus'. This is taught using the Safeguarding In Banbury (SCIB) resources.
Year Two:	Science: <ul style="list-style-type: none"> • To know that male and female 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. RSE: <ul style="list-style-type: none"> • To understand how to be a good friend and what makes friendship feel good. • To develop an awareness of and take increasing responsibility for taking care of their own needs. (Keeping clean) • To have an awareness of some of the ways that they can keep themselves safe. • To build a support network of people who can help them
Year Three:	Science: <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. RSE: <ul style="list-style-type: none"> • 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. • Identify different types of relationships and recognise who we have positive healthy relationships with. • To know that you have different types of relationships with different people
Year Four:	Science: <ul style="list-style-type: none"> • To understand teeth – How they grow, change and 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 develop a positive sense of self • To ensure all pupils know who they can ask for help. • To explore diversity in families and to have some ideas of what to do if there are any difficulties in their family • To develop an understanding of gender stereotypes
Year Five:	<p>Science:</p> <ul style="list-style-type: none"> • To describe the life process of reproduction in some plants and animals. • To know the correct names for the male and female reproductive organs. <p>RSE:</p> <ul style="list-style-type: none"> • To understand some of the physical and emotional changes that occur during puberty. • To know and be reassured that emotional changes are normal part of puberty. • 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. • Identify people who can be trusted • 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. • To know the correct words for the external sexual organs and discuss some of the myths associated with puberty. • Understand and explain why puberty happens. • 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. • To identify some products that they may need during puberty • 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. • 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. • To be able to describe physical and emotional changes that takes place as boys and girls go through puberty.
Year Six:	<p>Science:</p> <ul style="list-style-type: none"> • To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • To know that humans produce offspring. <p>RSE:</p> <ul style="list-style-type: none"> • To understand that in puberty we all develop at different times and rates to our peers and that this is normal. • Suggest strategies that would help someone who felt challenged by the changes in puberty. • Understand what FGM is and that it is an illegal practice in this country. • Know where someone could get support if they were concerned about their own or another person's safety. • To know and be reassured that emotional changes are a normal part of puberty. • To understand the risks of sharing images online and how these are hard to control, once shared. • Understand that people can feel pressured to behave in a certain way because of the influence of a peer group. • To define what is meant by the term 'stereotype' and recognise how the media can sometimes reinforce gender stereotypes. • Recognise that people fall into a wide range of what is seen as 'normal' and challenge stereotypical gender portrayals of people.

	<ul style="list-style-type: none">• To understand the importance of making safe and sensible decisions for yourself and not succumbing to pressure of others.• To develop an understanding that a sexual relationship is an expression of a couples' affection in a committed relationship.• 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).
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