

Here is a list of the year group objectives that we intend to cover. Sometimes, it may be necessary to recap some of the previous year's learning before moving on. This is particularly necessary for summer 2021, as a result of missed learning the previous year.

Year Group	Area of RSE	Learning Intentions 'Pupils will be able to...'
3	Starting to understanding families and relationships	• Talk about the different types of relationship (friends, family, peers, teachers etc.) • understand the reasons for getting married/having a committed relationship. • consider the different family structures such as; second marriages, same-sex parents, fostering, extended families and three or more generations living together. • recognise and challenge stereotypes in relation to gender. • Discuss consent (at an age appropriate level - e.g. playing in someone's game) and the right to privacy.
	Boys' and Girls' Bodies	• say what they like/don't like about being a boy/girl • recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. • respect their body and understand which parts are private.
	How Babies Grow	• express how they feel when they see babies or baby animals • understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
	Babies	• understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow • express how they might feel if they had a new baby in their family
	Outside/Inside Body Changes	• understand that boys' and girls' bodies change as they grow up • identify how boys' and girls' bodies change on the outside during this growing up process • recognise how they feel about these changes happening to them and know how to cope with those feelings

4	Developing further understanding about families and relationships	• Understand the reasons for getting married/a committed relationship. • Recognise and challenge stereotypes in relation to gender. • Discuss consent at an age appropriate level (e.g. getting in someone's physical space) and the right to privacy.
	Having A Baby	• Respect their body and understand which parts are private. • Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. • Know that a baby starts to grow when a sperm and egg meet and joined together. This can happen when a man and woman share a special close, loving embrace. • Understand that having a baby is a personal choice and express how they feel about having children when they are adults or not.
	Girls and Puberty	• describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • know that there are strategies to help cope with the physical and emotional changes which are experienced during puberty • Discuss what boys (and girls) can do to make each other feel comfortable and respected.

5	Extending understanding about families and relationships	• consider what love is, and challenge media stereotypes • discussing the importance of consent at an age appropriate level (e.g. giving someone/someone giving you a hug) and the right to say no.
	Puberty for Girls	• explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally • understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Puberty for Boys and Girls	• understand how to keep clean and hygienic • describe how boys' and girls' bodies change during puberty • express how they feel about the changes that will happen to them during puberty
	Conception	• understand that sexual intercourse can lead to conception and that is how babies are usually made • understand that sometimes people need IVF to help them have a baby • appreciate how amazing it is that human bodies can reproduce in these ways

6	Extending understanding about families and relationships	- understand the need for trust and love in established relationships - discussing the importance of consent at an age appropriate level (e.g. giving someone a hug or holding hands) and your right to say no.
	Puberty	- explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically (keeping clean) and emotionally - Discuss how boy/girls can support each other and make sure everyone feels comfortable and respected - express how they feel about the changes that will happen to them during puberty
	Girl Talk/Boy Talk	- ask the questions which they feel they need answered about changes during puberty - reflect on how they feel about asking the questions and about the answers they receive
	Babies - Conception to Birth	- describe how a baby develops from conception through the nine months of pregnancy, and how it is born - recognise how they feel when they reflect on the development and birth of a baby
	Attraction	- understand how being physically attracted to someone changes the nature of the relationship - express how they feel about the growing independence of becoming a teenager and they are confident that they can cope with this

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.