

Early Years	Key Stage 1		Key Stage 2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My amazing body	My amazing body	My amazing body	Male and female bodies	Stages of human life	Names of reproductive parts	Human lifecycle
Self Care skills	Personal hygiene	Babies to children to adults	The unique body	The unique body	Puberty	Sexual Reproduction
Identifying and managing emotions	Identifying and managing emotions	Personal hygiene	Responsibilities for hygiene	Being grown up	Menstruation	Changing emotions and relationships
Germs and handwashing	Growing Up	Growing Up	Preventing the spread of illness	My responsibilities	Physical and emotional change	Responsibilities for others
		Changing responsibilities	Keeping safe	Family responsibilities	Developing body image	Love and care
				Keeping safe	Changing hygiene routines	Families
					Virus and bacteria	Marriage, civil partnerships and relationships
					Keeping safe	Keeping safe

Reception	Learning Intentions and outcomes	Content Areas	Questions to consider
	<p>My Amazing Body - To appreciate and value their body, its capabilities and uniqueness.</p> <p>Learning Outcomes: - To know that humans produce babies that grow into children and then into adults. - To consider the ways they have changed physically since they were born.</p> <p>- To begin to recognise the proper names for the external parts of the body. - To be able to describe some of the functions of some of the parts of the body.</p> <p>Self Care Skills - To know that our family and our friends take care of each other and us</p> <p>Learning Outcomes: - To have identified family members and friends and the roles that they play. - To know who they can talk to at home and at school</p> <p>Identifying and Managing emotions - To recognise some feelings. - To recognise that their behaviour affects other people, especially when angry.</p>	<p>Valuing the body</p> <p>Body parts (including 'family' names for external sexual part names as well as 'Doctor' names)</p> <p>Self care skills</p> <p>Change and responsibilities</p> <p>Identifying and managing emotions</p> <p>Personal Hygiene</p> <p>My teeth</p>	<p>What does my body look like?</p> <p>How has my body changed as it has grown?</p> <p>What can my body do?</p> <p>What differences and similarities are there between our bodies?</p> <p>How can I look after my body and keep it clean?</p> <p>How am I learning to take care of myself and what do I still need help with?</p> <p>Who are the members of my family and trusted people who look after me?</p> <p>How do I feel about growing up?</p> <p>How can I be a good friend?</p> <p>Can I recognise and show my emotions?</p>

	<p>Learning Outcomes:</p> <ul style="list-style-type: none">- To begin to have identified some of their feelings and recognised some of the ways they express them.- To recognise how our feelings can influence our friendships. - To realise that their behaviour (words and actions) can affect other people. <p>Germ and Handwashing</p> <ul style="list-style-type: none">- To understand why hygiene is important. <p>Learning Outcomes:</p> <ul style="list-style-type: none">- Explain why it is important to keep clean- Brushing teeth- Understand some basic hygiene routines. Understand some areas in which they can look after themselves e.g. dressing and undressing		
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Year 1	Learning Intentions and outcomes	Content Areas	Questions to consider
	<p>My Amazing Body - To recognise their bodies capabilities and uniqueness.</p> <p>Learning Outcomes: - To identify similarities and differences between themselves and the opposite gender. - To recognise and name, using the proper terminology, parts of the body and what those parts do.</p> <hr/> <p>Personal Hygiene To understand some basic hygiene principles</p> <p>Learning Outcomes: To know how to keep clean and look after myself</p> <hr/> <p>Identifying and managing Emotions - To recognise some feelings. - To recognise that their behaviour affects other people, especially when angry.</p> <p>Learning Outcomes: - To begin to have identified some of their feelings and recognised some of the ways they express them. - To recognise how our feelings can influence our friendships.</p>	<p>Body parts (including 'family' names for external sexual part names as well as 'Doctor' names)</p> <p>Valuing the body</p> <p>Personal hygiene</p> <p>Identifying and managing emotions</p> <p>Growing up</p>	<p>What are the names of the main parts of the body?</p> <p>What can my amazing body do?</p> <p>When am I in charge of my actions and my body?</p> <p>How can I keep my body clean?</p> <p>How can I stop common illnesses and diseases spreading?</p> <p>How can I be a good friend?</p> <p>Can I recognise and show my emotions?</p> <p>What are my responsibilities now I'm growing up?</p>

	<ul style="list-style-type: none">- To realise that their behaviour (words and actions) can affect other people.		
	<p>Growing Up</p> <ul style="list-style-type: none">- To introduce the idea of Growing and Changing <p>Learning Outcomes:</p> <ul style="list-style-type: none">- To know that babies become children and then adults- To know there are girl babies and boy babies		

Year 2	Learning Intentions and outcomes	Content Areas	Questions to consider
	<p>My amazing body</p> <ul style="list-style-type: none"> - To recognise their bodies' capabilities and uniqueness - Find out what our bodies can do - To identify differences between male and females - To introduce the idea of gender stereotypes <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Describe the difference between male and female babies - To appreciate the differences and similarities between themselves and the opposite gender <hr/> <p>Babies to children to adults</p> <ul style="list-style-type: none"> - To understand and respect differences and similarities between boys and girls - To identify and respect the differences and similarities between people <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Describe the ways boys and girls can be the same and different - Understand that some people have fixed ideas about what boys and girls can do - Describe the difference between male and female babies <hr/> <p>Personal hygiene:</p>	<p>Body parts (including 'family' names for external sexual part names as well as 'Doctor' names)</p> <p>Personal hygiene</p> <p>Valuing the body</p> <p>Babies to children to adults</p> <p>Growing up</p> <p>Changing responsibilities</p>	<p>What are the names of the main parts of the body?</p> <p>What can my amazing body do?</p> <p>When am I in charge of my actions and my body?</p> <p>How can I keep my body clean?</p> <p>How can I stop common illnesses and diseases spreading?</p> <p>How do babies change and grow?</p> <p>How have I changed since I was a baby?</p> <p>What's growing in that bump?</p> <p>What do babies and children need from their families?</p> <p>How are various families I know the same and different?</p> <p>What are my responsibilities now I'm growing up?</p>

<ul style="list-style-type: none"> - To learn why it is important to keep clean. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Describe how to look after particular parts of the body Explain why it is important to keep clean - Describe and carry out basic hygiene - Know what to take responsibility for and when to ask for help 			
<p>Growing Up</p> <ul style="list-style-type: none"> - Human lifecycle - To explore some of the differences between male and females (Links to animals) <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Describe some differences between males and females - To understand making a new life needs male and female 			
<p>Changing responsibilities:</p> <ul style="list-style-type: none"> - To explore different types of families and how they help and support each other in good times and tough times - To discover what my responsibilities are in my family and the wider world <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - To explore their responsibilities and how they may change as they grow up 			

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Year 3	Learning Intentions and outcomes	Content Areas	Questions to consider
	<p>Male and Female Bodies - To explore the differences between males and females and to name the body parts</p> <p>Learning Outcomes: - Know some differences and similarities between males and females - Name male and female body parts using agreed words</p> <hr/> <p>The Unique Body - To value their own body and recognise its uniqueness.</p> <p>Learning Outcomes: - To recognise that each body is unique and different</p> <hr/> <p>Responsibilities for hygiene: - To understand the benefits of carrying regular personal hygiene routines. - To consider who is responsible for their personal hygiene now, and how this will change the future.</p> <p>Learning Outcome: - Describe some basic personal hygiene routines relevant to me - Explain why body parts should be kept clean - Describe my own responsibilities for personal hygiene now and ones I will take on in the future</p> <hr/> <p>Preventing the spread of illness - To understand a range of ways illness and disease, <i>e.g. colds, chickenpox, headlice</i>, might be spread and how they are able to reduce this.</p>	<p>Difference between males and females</p> <p>Valuing the body's uniqueness and capabilities</p> <p>Responsibilities for hygiene</p> <p>Keeping Safe</p>	<p>How are male and female bodies different and what are the different parts called?</p> <p>When do we talk about our bodies and who do we talk to?</p> <p>What can my body do and how is it special?</p> <p>Why is it important to keep myself clean?</p> <p>What can I do for myself to stay clean and how will this change in the future?</p> <p>How do different illnesses and diseases spread and what can I do to prevent this (e.g. maintaining good hygiene)?</p> <p>How can I keep myself safe online?</p>

	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> - To tell you how germs might get into the body <p>To explain some actions I can take to make sure I don't pass on germs</p>		
	<p>Keeping Safe</p> <ul style="list-style-type: none"> - To be able to identify trusted adults and approach them for support. - To be able to understand safety rules and who and when to tell. - To know how to set boundaries for online safety <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - To explain the safety rules - To understand what to do if I get lost - To show an awareness of keeping myself safe when online 		

Year 4	Learning Intentions and outcomes	Content Areas	Questions to consider
	<p>Stages of Human Life</p> <ul style="list-style-type: none"> - To understand the main stages of the human lifecycle: <i>birth, baby, child, adolescent, adult, middle age, old age, death.</i> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - To be able to state the main stages of the human life cycle - To say what stage a named person is at in the human lifecycle - To say some of the ways bodies are different at different ages <hr/> <p>The Unique Body</p> <ul style="list-style-type: none"> - To recognise the main external parts of the bodies of humans, including scientific names for sexual parts. - To understand the physical differences between males and females. - To value their own body and recognise its uniqueness. <p>Learning Outcomes</p> <ul style="list-style-type: none"> - To name the body parts that are different for males and females describe ways male and female bodies are the same - To use body part names such as <i>penis, vagina, testicle and breast</i> confidently - To give an example of one new thing they have learnt about the body understand that our bodies are special because they are unique <hr/> <p>Being Grown Up</p> <ul style="list-style-type: none"> - To investigate perceptions of being 'grown up'. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - To know that there might be different views of what 'grown up' means - To say how I feel and how others might feel about growing up 	<p>Difference between males and females</p> <p>Valuing the body's uniqueness and capabilities</p> <p>Stages of human life</p> <p>Being grown up</p> <p>My responsibilities</p> <p>Parents/carers' responsibilities</p> <p>Keeping Safe</p>	<p>How are male and female bodies different and what are the different parts called?</p> <p>When do we talk about our bodies and who do we talk to?</p> <p>What can my body do and how is it special?</p> <p>What are the main stages of the human life cycle?</p> <p>How did I begin?</p> <p>What does it mean to be 'grown up'?</p> <p>What am I responsible for now and how will this change?</p> <p>How do different families care for each other in good times and support each other in tough times?</p> <p>How do different families create a safe and secure</p>

	<p>My responsibilities and family responsibilities</p> <ul style="list-style-type: none"> - To consider their responsibilities and how these have changed and how they will change in the future. - To consider the responsibilities that parents and carers have for babies and children. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - To explain what is meant by 'responsibility' understand that adults and children have different responsibilities - To know that these responsibilities vary from family to family - Be able to state a responsibility I would like to take on next - Be able to state some things parents/carers need to do to look after babies 		<p>home for children to grow up? How can I keep safe online?</p>
	<p>Keeping Safe</p> <ul style="list-style-type: none"> - To be able to identify and distinguish between 'yes' and 'no' touches. - To be able to distinguish between 'good' and 'bad' secrets. - Rules and principles for keeping safe online - Recognising risks and harmful content and how to report them <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - To describe the difference between 'yes' and 'no' touches - To understand that if I receive a touch that gives me a 'no' or 'I'm not sure' feeling, I should tell someone on my Network of Support - To demonstrate that I know what a good and bad secret is and when to tell if I have been told to keep a bad secret or a secret that could hurt me or someone else - To understand how to keep safe online 		

Year 5	Learning Intentions and outcomes	Area Content	Questions to consider
	<p>Names of Sexual Parts - To identify male and female sexual parts and describe their functions.</p> <p>Learning Outcomes: - Name confidently the sexual parts that can be seen outside the bodies of males or females - Name sexual parts which are inside the bodies of males and females</p> <p>Puberty and Menstruation - To know and understand about the physical changes that take place at puberty, and why they happen and how to manage them.</p> <p>Learning Outcomes: - To know some of the changes that will happen to my body during puberty - Name changes that will happen to the opposite sex during puberty - Name some common misconceptions about puberty and know how to correct them</p> <p>Physical and emotional changes - To know that puberty can have an effect on emotions and feelings</p> <p>Learning Outcomes: - Recognise the emotional effects of puberty and strategies in which to help support</p>	<p>Names of internal sexual parts</p> <p>Puberty</p> <p>Menstruation</p> <p>Physical and emotional changes</p> <p>Developing body image</p> <p>Changing hygiene routines</p> <p>Viruses and bacteria</p>	<p>What are male and female sexual parts called and what are their functions?</p> <p>How can I talk about bodies confidently and appropriately?</p> <p>What happens to different bodies at puberty?</p> <p>What effect might puberty have on people's feelings and emotions?</p> <p>What might influence my view of my body?</p> <p>How can I keep my growing and changing body clean?</p> <p>How can I reduce the spread of viruses and bacteria in the context of keeping my body clean?</p>
	<p>Developing body image - To understand how the media, families and friends can influence attitudes to their bodies.</p> <p>Learning Outcomes: - Describe why I like a part of my body</p>		<p>How can I keep myself safe in my community?</p> <p>How can I keep myself safe online?</p>

	<ul style="list-style-type: none"> - Make a positive comment about someone else’s appearance - Understand that making positive comments to people about their appearance can make them feel good - Understand that the media drives fashion - Understand that some people want to wear certain things or look certain ways to be like their friends 		
	<p>Changing hygiene routines</p> <ul style="list-style-type: none"> - To know about new aspects of personal hygiene relevant to puberty. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Name personal hygiene products relevant to puberty - Name parts of the body which need to be washed every day during puberty 		
	<p>Virus and bacteria</p> <ul style="list-style-type: none"> - To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Name some infectious/contagious diseases - Name ways in which illnesses can be spread - Explain how I can reduce the spread of common diseases - Describe ways in which HIV can be stopped from spreading - Describe the main way HIV is spread 		
	<p>Keeping Safe</p> <ul style="list-style-type: none"> - To be able to identify people for individual Networks of Support, and why and when they might need to talk with them. - To be able to assess the school and local environment from a personal safety perspective. - To recognise risks, harmful content and contacts online - To know what boundaries are appropriate in friendships with peers and others online 		

	<p>Learning Outcomes:</p> <ul style="list-style-type: none">- Know the names of all of my trusted adults- Understand why it is important to have a Network of Support- Share my name, address and telephone numbers where appropriate- Know about wider sources of support, such as ChildLine- Identify places in the school environment that gives me a 'yes', 'no' or 'I'm not sure' feeling- To know ways in which to report inappropriate content online		
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Year 6	Learning Intentions and outcomes	Area Content	Questions to consider
	<p>Human Lifecycle and Sexual Reproduction - To know about the facts of the human lifecycle, including sexual intercourse.</p> <p>Learning Outcomes - Males and females, using scientific words describe the stages of fertilisation - Ask a question about sexual intercourse</p> <p>Changing Emotions and Relationships - To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively</p> <p>Learning Outcomes: - Describe what I am looking forward to about being a teenager and an adult - Name something I am not looking forward to about being a teenager and an adult</p>	<p>Names of internal sexual parts</p> <p>Sexual reproduction</p> <p>Human lifecycle</p> <p>Changing emotions and relationships</p> <p>Responsibility for others</p> <p>Love and care</p> <p>Families</p> <p>Marriage, Civil Partnerships and relationships</p> <p>Keeping Safe</p>	<p>What are male and female sexual parts called and what are their functions?</p> <p>How are babies are conceived and born?</p> <p>How can I manage my emotions positively as I grow up?</p> <p>When can I take responsibility for how others feel?</p> <p>What should adults think about before they start a family?</p>
	<p>Responsibilities for others - To consider how they have some responsibility for the feelings and wellbeing of others</p> <p>Learning Outcomes: - Describe ways to show consideration to a friend, even if you have fallen out with them</p>		<p>Why might people get married or become civil partners?</p> <p>How are some families different to my family and how are they the same?</p>
	<p>Love and care - To consider the need for trust and love in marriage and established relationships</p>		<p>How can I keep myself safe in my community?</p>

	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Show understanding that there are lots of different types of love - Describe examples of special ways that people who are ‘in love’ might behave - Describe ways that adults who are ‘in love’ might show their commitment to each other 		
	<p>Families</p> <ul style="list-style-type: none"> - To have a basic awareness of responsible parenting choices <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Explain reasons why a couple who are in love might choose to have a baby 		
	<p>Marriage, Civil Partnership and relationships</p> <ul style="list-style-type: none"> - To understand and respect a wide range of family arrangements <i>e.g. second marriages, fostering, same sex partners and extended families.</i> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Name examples of different family relationships - Name the family members who are closest to me and recognise that everyone has different special people 		
	<p>Keeping Safe</p> <ul style="list-style-type: none"> - To be able to identify people for individual Networks of Support, and why and when they might need to talk with them - To be able to make informed judgements to help keep safer - To be able to define honesty and explore dilemmas - To recognise risks, harmful content and contacts online - To know what boundaries are appropriate in friendships with peers and others online <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Know the names of all of my trusted adults - Understand why it is important to have a Network of Support 		<p>How can I keep myself safe online?</p>

	<ul style="list-style-type: none">- Share my name, address and telephone numbers where appropriate- Know about wider sources of support, such as ChildLine- Recognise that I should not always accept things at face value- Understand how to use my sixth sense to help me make judgements- Understand what being honest means- Recognise occasions where it is acceptable to be dishonest if it keeps me or someone else safer- To know ways in which to report inappropriate content online		
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