

Year 1

1. To recognise the main external parts of the bodies of humans, including names for sexual parts. (BS)
 - use names such as arm leg, elbow with confidence
 - use scientific names such as penis, testicles and vagina/vulva
 - use the words male and female
- 2: To describe what their bodies can do.
 - give examples of things my body can do
 - give a reason that my body is amazing
3. To understand that they have responsibility for their body's actions and that their body belongs to them. (BS)
 - give an example of how I can be in control of my body
 - describe some things I would only do in private
 - name the parts of my body which are private.
4. To know how to keep themselves clean. (HP)
 - give two examples of things I do to keep myself clean at home
 - give two examples of things I can do to keep clean at school.
5. To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. (HP)
 - name a way they can prevent the spread of germs

Year 2

- 1: To know that humans produce babies that grow into children and then into adults. (NC Science)
 - explain that adult animals and humans have babies who look like them
 - show understanding that my parents were once children.
- 2: To understand that babies grow inside a female body until they are ready to be born. (NC Science)
 - explain that a baby grows inside its mother.
- 3: To consider the ways they have changed physically, socially and emotionally since they were born. (NC Science)
 - describe some things I can do now that I couldn't do when I was a baby
 - describe some ways my body will change as I get older.
- 4: To consider their responsibilities now and compare these with when they were younger. (CAB)
 - explain some things I did when I was a baby
 - describe some responsibilities I have now
 - explain some ways I can help other people now I am older.
- 5: To understand how the needs of babies and young children are met by their families (FP)

- explain how babies need care from adults to stay safe and healthy.

6: To understand that not all families are the same, but that love and care should be at the heart of all families (FP)

- describe the adult relationship in families I know

Year 3

1. To know scientific names for male and female sexual parts and use them confidently. (BS)

- use body part names such as penis, vagina/vulva, testicle and breast confidently
- give an example of one new thing they have learnt about the body.

2. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. (BS)

- identify a trusted adult I can talk to about my body.

3. To value and respect their own bodies and understand their uniqueness.

- recognise that each body is different
- To understand that our bodies are special and unique

4. To understand the value of carrying out regular personal hygiene routines. (HP)

- describe some basic personal hygiene routines relevant to me
- explain why body parts should be kept clean.

5. To consider who is responsible for their personal hygiene now and how this will change in the future. (HP)

- describe my responsibilities for my own personal hygiene
- explain one responsibility (for personal hygiene) I will take on in the future.

6. To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice might be spread and how they are able to reduce this. (HP)

- tell you how germs might get into the body
- explain some actions I can take to make sure I don't pass on germs.

Year 4

1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.

- state the main stages of the human life cycle
- say what stage a person is at in the human lifecycle.

2. To understand that babies begin when a male seed and female egg join together. (Sex Education)

- explain that when animals reproduce they make copies of themselves
- understand that human babies are made when an egg and sperm join together.

3: To investigate perceptions of being physically, emotionally and socially 'grown-up'. (CAB)

- know that there might be different views of what 'grown-up' means

- say how I feel and how others might feel about growing up.
4. To consider their responsibilities and how these have changed and how they will change in the future (CAB)
 - explain what is meant by 'responsibility'
 - understand that adults and children have different responsibilities and know that responsibilities vary from family to family
 - state possible feelings associated with new responsibilities.
 5. To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children (FP)
 - explain why babies need special care from a parent/carer
 - state some things parents/carers need to do to look after babies.

Year 5

1. To identify male and female sexual parts confidently and describe their functions (BS)
 - name confidently the sexual parts outside male and female bodies
 - name confidently the sexual parts inside male and female bodies.
2. To know the terminology for sexual parts appropriate for use in different situations (BS)
 - understand which words for sexual parts are acceptable for use in the classroom
 - understand that some words for sexual parts are rude.
3. To know and understand about the physical changes that take place at puberty and how to manage them (CAB)
 - describe some of the changes that will happen to male and females during puberty
 - name some common misconceptions about puberty and know how to correct them.
4. To understand that physical changes affect people in a variety of ways and at different rates (CAB)
 - give a reason for people starting puberty at different times
 - explain some worries that different people might have about puberty
 - explain some coping strategies for people who have worries about puberty.
5. To understand how the media, families and friends can influence attitudes to their bodies
 - explain some possible effects of focusing on appearance in the media and social media
 - understand that the media drives fashion for profit
 - understand that some people's choices about clothes are influenced by their friends and the media.
6. To know about aspects of personal hygiene relevant to puberty and the implications of these (HP)

- name personal hygiene products relevant to puberty
 - name parts of the body which need to be washed regularly during puberty
7. To understand that safe routines can stop the spread of viruses and bacteria (HP)
- name some infectious/contagious diseases
 - name ways in which illnesses can be spread
 - explain how I can reduce the spread of common diseases.

Year 6

1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)
- name internal and external sexual parts for males and females, using scientific words
 - describe the stages of fertilisation
 - ask a question about sexual intercourse
2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. (CAB)
- describe some things I am looking forward to about being a teenager and an adult
 - describe some things I am not looking forward to about being a teenager and an adult.
3. To understand that they have some responsibility for the feelings and wellbeing of others. (MW)
- describe ways to show kindness and consideration to someone, even if you have fallen out with them.
4. To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. (FP)
- 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
5. To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment. (FP)
- give some reasons why people may choose to marry or enter a civil partnership.
6. To be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same-sex partners and extended families. (FP)
- name examples of different family relationships
 - name the family members who are closest to me and recognise that everyone has different special people.