

<p>Foundation Stage Early Learning Goals</p>	<ul style="list-style-type: none"> • Health and self-care: Manage own basic hygiene and personal needs, including dressing and going to the toilet independently. • Self-confidence and awareness: Confident to speak in a familiar group, will talk about their ideas, will say when they do or don't need help. • Managing feelings and behaviour: Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. • Making relationships: Play co-operatively, taking turns with others. Show sensitivity to others' needs and feelings and form positive relationships with adults and other children. • People and communities: Know about similarities and differences between themselves and others, and among families, communities and traditions. • The world: Make observations of animals and plants and explain why some things occur, and talk about changes. 	
<p>Key Stage 1 (Year 1 & 2)</p>	<p style="text-align: center;">Statutory Science Curriculum</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Y1) • Notice that animals, including humans, have offspring which grow into adults (Y2) 	<p style="text-align: center;">Non-statutory PSHE Curriculum most relevant to SRE</p> <ul style="list-style-type: none"> • Learn about the process of growing from young to old and how people's needs change • Learn the names of the main parts of the body (including external genitalia), the similarities and differences between boys and girls • Learn about the difference between secrets and surprises, understanding not to keep adults' secrets • Recognise when to say 'yes', 'no', 'I'll ask' and 'I'll tell' • Identify their special people (family, friends, carers), what makes them special and how special people care for one another • Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • Learn that people's feelings and bodies can be hurt
<p>Key Stage 2 (Year 3, 4, 5 & 6)</p>	<ul style="list-style-type: none"> • Describe the changes as humans develop to old age • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	<ul style="list-style-type: none"> • Learn how to make informed choices • Recognise how images in the media do not always reflect reality and can affect how people feel about themselves

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| | | <ul style="list-style-type: none">• Deepen understanding of good and not so good feelings• Differentiate between 'risk', 'danger', 'hazard'• Learn that bacteria and viruses can affect health and that following simple routines can reduce their spread• Learn that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources• Recognise when and how to ask for help and use basic techniques to resist pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe is wrong• Learn how they body will, and emotions may, change as they approach and move through puberty• Learn about human reproduction• Learn about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers• Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these• Recognise ways in which a relationship can be unhealthy and who to talk to if they need support• Be aware of different types of relationship, including between acquaintances, friends, relatives and families• Learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and |
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want to spend their lives together and who are of legal age to make that commitment

- Be aware that marriage is a commitment freely entered into by both people, that no-one should enter into a marriage if they don't absolutely want to do so
- Judge what kind of physical contact is acceptable or unacceptable and know how to respond
- The concept of 'keeping something confidential or secret' - when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- Know that differences between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identify, sexual orientation and disability
- Recognise and manage 'dares'
- Recognise and challenge stereotypes
- Learn about the differences between sex, gender identity and sexual orientation and the terms associated with these.