



## RSE 'Growing Up Safe' Curriculum Overview



### Foundation Stage

Learning Objective	Learning Outcomes
<b>Our Bodies</b>	Children are taught the differences between boys and girls, introducing the names of body parts with the correct scientific words, what areas of the body are private, and the difference between good touches and bad touches.
<b>Keeping Safe</b>	Children are taught how to identify safe situations and those which may be risky, like other children or adults taking improper photographs of them. They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried.
<b>Families</b>	Children are taught about different types of families, including those with same sex parents. The emphasis being on all different types of families.

### Year 1

Learning Objective	Learning Outcomes
Can I learn about special people in our lives and how we care for one another?	<ul style="list-style-type: none"><li>• identify our own special people</li><li>• explain what makes them special to us and why they are important in our lives</li><li>• describe the different ways our special people care for us</li><li>• recognise how we can care for them in return</li></ul>
Can I explore how we change as we grow?	<ul style="list-style-type: none"><li>• recognise the main stages of the human life cycle (baby, child, adult)</li><li>• recognise the process of growing takes time and describe what changes when people grow from young to old</li><li>• identify ways we are more independent now than when we were younger</li><li>• describe our feelings about growing and changing</li></ul>



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### Year 2 (including Y1 recap and retrieval)

Learning Objective	Learning Outcomes
Can I learn about special people in our lives and how we care for one another?	<ul style="list-style-type: none"><li>• identify our own special people</li><li>• explain what makes them special to us and why they are important in our lives</li><li>• describe the different ways our special people care for us</li><li>• recognise how we can care for them in return</li></ul>
Can I explore how we change as we grow?	<ul style="list-style-type: none"><li>• recognise the main stages of the human life cycle (baby, child, adult)</li><li>• recognise the process of growing takes time and describe what changes when people grow from young to old</li><li>• identify ways we are more independent now than when we were younger</li><li>• describe our feelings about growing and changing</li></ul>
Can I explore and discuss the similarities and differences between people?	<ul style="list-style-type: none"><li>• describe gender similarities and differences between ourselves and others</li><li>• challenge simple stereotypes about boys and girls</li><li>• recognise and use the correct names for main parts of the body</li></ul>

### Year 3

Learning Objective	Learning Outcomes
Can I explore why friendships are important and what makes a good friend?	<ul style="list-style-type: none"><li>• recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours)</li><li>• explain why friendship and having friends is valuable</li><li>• identify how friends show they care for and value each other</li><li>• describe what is most important in a friendship</li></ul>
Can I learn how to maintain good friendships? Can I explore solving disagreements and conflict amongst ourselves and our peers?	<ul style="list-style-type: none"><li>• identify what helps maintain friendships</li><li>• describe feelings when disagreements and conflict occur</li><li>• identify what can help and not help if there are friendship problems</li><li>• demonstrate strategies for solving arguments with peers</li></ul>



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### Year 4/5 (recap and retrieval in Y5)

Learning Objective	Learning Outcomes
Can I learn about the physical changes experienced during puberty?	<ul style="list-style-type: none"><li>• identify some of the physical changes that happen to bodies during puberty</li><li>• explain that puberty begins and ends at different times for different people</li><li>• use scientific vocabulary for external male and female body parts/genitalia</li></ul>
Can I learn about the biological changes that happen to males and females during puberty?	<ul style="list-style-type: none"><li>• use scientific vocabulary for external and internal male and female body parts</li><li>• explain what happens during menstruation (periods)</li><li>• explain what is meant by ejaculation and wet dreams</li></ul>
Can I discuss the importance of personal hygiene during puberty and how to respond maturely to questions about puberty?	<ul style="list-style-type: none"><li>• explain how and why it is important to keep clean during puberty</li><li>• describe ways of managing physical change during puberty</li><li>• respond to questions and give advice to others about puberty</li></ul>
Can I explore how and why emotions may change during puberty? Can I learn about getting appropriate help, advice and support about puberty?	<ul style="list-style-type: none"><li>• describe how emotions and relationships may change during puberty</li><li>• explain where we can get the help and support we need in relation to puberty.</li></ul>



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### Year 6

Learning Objective	Learning Outcomes
Can I learn about the changes experienced during puberty?	<ul style="list-style-type: none"><li>• describe the physical and emotional changes that occur during puberty and how to manage these</li><li>• identify myths and facts about puberty, and what is important for a young person to know</li><li>• demonstrate how to begin conversations (or ask questions) about puberty with people that can help us</li></ul>
Can I learn about managing change — new roles and responsibilities as we grow up?	<ul style="list-style-type: none"><li>• describe some changes that happen as we grow up</li><li>• identify the range of feelings associated with change, transition to secondary school and becoming more independent</li><li>• describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities</li></ul>
Can I explore and discover what constitutes a positive, healthy relationship? Can I show an understanding that relationships can change over time?	<ul style="list-style-type: none"><li>• identify different kinds of loving relationships</li><li>• describe the qualities that enable these relationships to flourish</li><li>• explain the expectations and responsibilities of being in a close relationship</li><li>• recognise how relationships may change or end and what can help people manage this</li></ul>
Can I learn about adult relationships and the human life cycle?  Can I learn about human reproduction (how a baby is made and how it grows)?	<ul style="list-style-type: none"><li>• identify the links between love, committed relationships / marriage, and conception</li><li>• explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults</li><li>• explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)</li></ul>