



RSE Objectives, vocabulary and subjects

EYFS

| RSE Specific with Kapow | Science | Vocabulary |
|---|---|------------|
| <p><u>Family and Relationships</u></p> <p>Name and describe the different members of our families. To understand that all families are valuable and special. To know that we share toys so that everyone feels involved and no one feels left out or upset. To understand that different people like different things. To understand that all people are valuable. To know that it is important to help, listen and support others when working as a team. To know that it is important to tell the truth.</p> | <p><u>Non-stat / guidance</u></p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)</p> | |

Year 1

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|---|---|------------|
| <p><u>Family and Relationships</u></p> <p>To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal. To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.</p> | <p><u>Non-stat / guidance</u></p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)</p> | |

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| To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. | | |
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Year 2

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| <p><u>Family and Relationships</u></p> <p>To know that families can be made up of different people. To know that families may be different to my family. To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing. To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs. To know that there are ways we can remember people or events.</p> <p><u>Safety and the changing body</u></p> <p>To know the names of parts of my body including private parts.</p> | <p>Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p><u>Non-stat / guidance</u></p> <p>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>Growing into adults can include reference to baby, toddler, child, teenager, adult.</p> <p>Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p> | <p>Penis Testicles / testes Vulva Vagina</p> |

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Year 3

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| <p><u>Family and Relationships</u></p> <p>To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p> <p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one off event.</p> <p>To know that violence is never the right way to solve a friendship problem.</p> <p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To know the signs of a good listener.</p> <p>To understand how to listen carefully and why listening is important.</p> <p>To understand that there are similarities and differences between people.</p> <p>To understand some stereotypes related to age.</p> | | |

Year 4

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| <p><u>Family and Relationships</u></p> <p>To know that families are varied in the UK and across the world.</p> <p>To understand the different roles related to bullying including victim, bully and bystander.</p> <p>To understand that everyone has the right to decide what happens to their body.</p> | | <p>Puberty</p> <p>Breasts</p> <p>Genitals</p> <p>Penis</p> <p>Testicles</p> <p>Hygiene</p> |

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| <p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To understand some stereotypes related to disability.</p> <p>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p> <p><u>Safety and the changing body</u></p> <p>The changing adolescent body (puberty) –</p> <p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p> | | Develop |
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Year 5

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| <p><u>Family and relationships</u></p> <p>To know that marriage is a legal commitment and is a choice people can make.</p> <p>To know that if I have a problem, I can call ChildLine on 0800 1111.</p> <p>To know what attributes and skills make a good friend.</p> <p>To understand what might lead to someone bullying others.</p> <p>To know what action a bystander can take when they see bullying.</p> <p>To understand that positive attributes are the good qualities that someone has.</p> <p>To know that stereotypes can be unfair, negative and destructive.</p> <p>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p> | <p>Pupils should be taught to describe the changes as humans develop to old age.</p> <p><u>Non-stat / guidance</u></p> <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty</p> | <p>Menstruation / period</p> <p>Cervix</p> <p>Clitoris</p> <p>Egg / ova</p> <p>Ejaculation</p> <p>Erection</p> <p>Fallopian tube</p> <p>Labia</p> <p>Nipples</p> <p>Ovary / ovaries</p> <p>Pubic hair</p> <p>Scrotum</p> <p>Sperm duct</p> |

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| <p><u>Safety and the changing body</u></p> <p>The changing adolescent body (puberty, including menstruation) - To understand the process of the menstrual cycle. - To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.</p> | | <p>Urethra Uterus Vaginal opening Voice breaking Wet Womb</p> |
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Year 6

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|--|---------|---|
| <p><u>Family and Relationships</u></p> <p>To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise. To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination. To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.</p> <p><u>Safety and the changing body</u></p> <p>The changing adolescent body (puberty, conception, birth) To understand how a baby is conceived and develops.</p> | | <p>Conception Fertilisation Pregnant Sexual intercourse Sperm</p> |

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