



## RSE at West Cornforth Primary School

Year 1				
Topic	Learning intention	Core Vocabulary	Curriculum Links	Learning Outcome
Myself and Others	<ul style="list-style-type: none"> <li>To know the importance of valuing oneself.</li> <li>To begin to realise that everyone is different.</li> </ul>	Different, similar, responsibilities, special, unique.	English Design & Technology Science	<ul style="list-style-type: none"> <li>To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents.</li> <li>To know and value the different groups to which they belong.</li> <li>To recognise similarities and differences between themselves and their peers.</li> </ul>
Body Parts	<ul style="list-style-type: none"> <li>To recognise their bodies' capabilities and uniqueness.</li> </ul>	Boy, girl, penis, ears, eyes, fingers, vagina, mouth, toes, hands, arms, legs, feet.	English Science	<ul style="list-style-type: none"> <li>To identify similarities and differences between themselves and the opposite gender.</li> <li>To recognise and name, using the proper terminology, parts of the body and what those parts do.</li> </ul>
Family	<ul style="list-style-type: none"> <li>To know that there are different types of family and all families have special roles in children's lives.</li> </ul>	Family, special, roles, care.	English	<ul style="list-style-type: none"> <li>To be able to describe their family.</li> <li>To understand why their families are special.</li> <li>To identify different ways that families and individual members care for each other.</li> <li>To have identified their special people and be able to describe what makes them special.</li> </ul>
Friendships	<ul style="list-style-type: none"> <li>To understand what friendship is.</li> </ul>	Friends, care, trust, kind, happy.	English	<ul style="list-style-type: none"> <li>To describe who a friend is and what a friend does.</li> <li>To demonstrate some skills needed to make and maintain friendships.</li> </ul>
Choices	<ul style="list-style-type: none"> <li>To recognise most children can make choices.</li> </ul>	Choice, decision making, right, wrong, traffic lights: red, orange, green, influence.	English Science	<ul style="list-style-type: none"> <li>To understand that they have choices.</li> <li>To recognise that choices and responses will be affected by different factors.</li> <li>To recognise that some choices will be wrong and other choices will be right.</li> <li>To identify a simple way for decision making.</li> </ul>



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Year 2				
Topic	Learning intention	Core Vocabulary	Curriculum Links	Learning Outcome
Body Development	<p>To learn that humans produce babies, which grow into children and then into adults.</p> <ul style="list-style-type: none"> <li>• How they have changed and developed since they were babies.</li> </ul>	Babies, children, adults, mummy, daddy, womb, pregnancy.	English Science	<ul style="list-style-type: none"> <li>• To know that adults have babies that develop into children and then into adults.</li> <li>• To know some changes, they have gone through from babies to now.</li> </ul>
Looking after the body	<ul style="list-style-type: none"> <li>• To learn why it is important to keep clean.</li> </ul>	Bodies, wash, bath, shower, trust, clean, dirty, hygiene, hands, penis, vagina, groins, armpits, face.	English Science Design & Technology	<ul style="list-style-type: none"> <li>• To describe how to look after particular parts of the body.</li> <li>• To explain why it is important to keep clean.</li> <li>• To be able to describe and carry out basic hygiene routines.</li> <li>• To know what they can take responsibility for and know when they need help.</li> </ul>
Safety	<ul style="list-style-type: none"> <li>• To have considered personal space, touch and my body.</li> </ul> <p>(NSPCC visit)</p>	Space, touch, like, dislike, help, safe, body, feelings, personal.	English Science	<ul style="list-style-type: none"> <li>• To know my body belongs to me.</li> <li>• To have considered touches that we like and do not like.</li> <li>• To have identified people we can talk to.</li> </ul>
Secrets	<ul style="list-style-type: none"> <li>• To know the difference between a good secret and a bad secret.</li> </ul>	Secrets, good, bad, help, safe, feelings.	English	<ul style="list-style-type: none"> <li>• To have considered good secrets and bad secrets.</li> <li>• To have identified who they can talk to and ask for help.</li> </ul>



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Year 3				
Topic	Learning intention	Core Vocabulary	Curriculum Links	Learning Outcome
Self Esteem	<ul style="list-style-type: none"> <li>To recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify an area that needs to be strengthened.</li> </ul>	Special, unique, strengths, abilities, development, personal.	English	<ul style="list-style-type: none"> <li>To see oneself as special, to recognise strengths, abilities and personal characteristics.</li> <li>To have begun to build self-esteem and confidence by looking at their skills and achievements.</li> <li>To begin to identify personal areas that need improvement.</li> </ul>
Differences and Similarities	<ul style="list-style-type: none"> <li>To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.</li> </ul>	Difference, similar, unique, special, stereotype, assumption.	English	<ul style="list-style-type: none"> <li>To consider factors that contribute to their own identity.</li> <li>Consider similarities and differences between people in their community.</li> <li>Understand that people's actions and responses will be affected by different factors.</li> <li>Be able to recognise and challenge some stereotypes.</li> </ul>
Decision Making	<ul style="list-style-type: none"> <li>To be able to demonstrate simple decision making strategies.</li> </ul>	Choice, decision, consequence, responsibility, influence, personal.	English	<ul style="list-style-type: none"> <li>To recognise that choices, require decisions.</li> <li>To be able to consider different possibilities.</li> <li>To demonstrate effective decision-making skills.</li> </ul>
Safety	<ul style="list-style-type: none"> <li>To be able to use basic techniques to resist pressure.</li> </ul>	Pressure, influence, media, friends, family, body language, assertive.	English	<ul style="list-style-type: none"> <li>To be able to identify potential dangers in different environments.</li> <li>To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know.</li> <li>To demonstrate basic techniques to resist pressure.</li> <li>To know who they can go to for support and help.</li> </ul>



## RSE at West Cornforth Primary School

Year 4				
Topic	Learning intention	Core Vocabulary	Curriculum Links	Learning Outcome
Emotions	<ul style="list-style-type: none"> <li>To be able to communicate both positive and negative emotions in different situations.</li> </ul>	Emotions, body language, thinking, react, happy, sad, angry, surprised, fear, nervous, disgust.	English SEAL	<ul style="list-style-type: none"> <li>To identify and recognise in themselves a range of different emotions.</li> <li>To understand how their emotions affects their interactions with other people.</li> <li>To give examples of their actions which can affect the emotions of other people.</li> <li>To appreciate that their emotions can lead them into risky situations.</li> </ul>
Change	<ul style="list-style-type: none"> <li>To appreciate that over time we change, physically and emotionally.</li> </ul>	Change, feelings, physical, responsibilities.	English	<ul style="list-style-type: none"> <li>To consider changes that can take place in our lives and those of others.</li> <li>To appreciate as we change we are able to do different things and take on different responsibilities.</li> </ul>
Assertiveness	<ul style="list-style-type: none"> <li>To understand and be able to use assertiveness skills.</li> </ul>	Assertive, persuader, pressure, body language, aggressive, passive.	English SEAL	<ul style="list-style-type: none"> <li>To have practised being assertive in different situations.</li> </ul>



## RSE at West Cornforth Primary School

Year 5				
Topic	Learning intention	Core Vocabulary	Curriculum Links	Learning Outcome
Relationships	<ul style="list-style-type: none"> <li>To be aware that there are different types of relationships, including marriage and those between family and friends.</li> <li>To identify behaviour and attitudes which contribute to maintaining friendships and relationships.</li> </ul>	Relationships, family, friends, love, marriage, gay, lesbian, heterosexual, homosexual, romantic, communication.	English	<ul style="list-style-type: none"> <li>To have explored some of the differences in relationships between friends and family.</li> <li>To be able to consider and discuss a range of family types including homosexual/lesbian parents, single parents, foster carers.</li> <li>To have considered the meaning of the word love and the variety of different meanings that it has.</li> <li>To have considered how other people feel in some situations and how this helps or hinders friendships.</li> <li>To have practised skills needed to maintain relationships.</li> </ul>
Support Networks	<ul style="list-style-type: none"> <li>To identify their support network and how, when and where to find support when the people in their network cannot help.</li> </ul>	Help, talk, family, friends, community, safe, risks.	English	<ul style="list-style-type: none"> <li>Identify people in their support network and describe why they are special to them.</li> <li>Demonstrate that they know how to ask for help and support.</li> <li>Identify whom to ask for help in certain situations.</li> <li>Identify some sources of outside support beyond their immediate network.</li> <li>Identify possible risks in seeking support and how to manage these.</li> </ul>
Stereotyping	<ul style="list-style-type: none"> <li>To recognise and challenge stereotypes.</li> </ul>	Stereotype, similar, difference, media, culture, disability.	English	<ul style="list-style-type: none"> <li>To be able to define what stereotyping is.</li> <li>To be able to identify when stereotyping occurs.</li> <li>To have explored media – music, television, magazines etc – portrayal of stereotypical images.</li> <li>To have practiced challenging stereotypical views in a safe environment.</li> </ul>
Puberty and hygiene	<ul style="list-style-type: none"> <li>The physical and emotional changes that take place at puberty.</li> </ul> <p>(School Nurse Visit)</p>	Boys, girls, penis, vagina, , menstruation (periods), wet dream, involuntary erection, sperm, ovary, egg, uterus (womb), growing, changes, personal, clean, feelings, emotions.	English Science	<ul style="list-style-type: none"> <li>To name the main male and female internal and external sexual reproductive parts, using the correct terminology.</li> <li>To be aware that puberty occurs at different times for different people and be able to explain why.</li> <li>To identify and describe the main physical and emotional changes that takes place at puberty for boys and girls.</li> <li>To be able to identify and understand how hygiene needs change during puberty.</li> </ul>



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Year 6				
Topic	Learning intention	Core Vocabulary	Curriculum Links	Learning Outcome
Resolving Conflict in Relationships	<ul style="list-style-type: none"> <li>To resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices.</li> </ul>	Conflict, decisions, choices, negotiation, resolve, argue, settle, sorry, persuade.	English	<ul style="list-style-type: none"> <li>To be able to describe different types of conflict.</li> <li>To explain actions help and hinder conflict situations.</li> <li>To be able to recognise a win / win situation.</li> <li>To know how to respond in these situations.</li> </ul>
Taking Risks	<ul style="list-style-type: none"> <li>To be able to explain their choices and stand by their choices in the face of pressure.</li> </ul>	Choices, risks, decisions, pressure, assertiveness, advantage, disadvantage.	English	<ul style="list-style-type: none"> <li>To be able to identify some risks in specific situations.</li> <li>To be able to identify what influences their decisions.</li> <li>To understand how self confidence, communication skills and assertiveness can help them to keep safe.</li> <li>To have practiced voicing their concerns and their choices in the face of different pressures.</li> </ul>
Reproduction and pregnancy	<ul style="list-style-type: none"> <li>Understanding why we have the physical and emotional changes that take place at puberty.</li> </ul> <p>(School Nurse Visit)</p>	Boys, girls, penis, vagina, menstruation (periods), wet dream, involuntary erection, sperm, ovary, egg, uterus (womb), growing, changes, personal, clean, feelings, emotions.	English Science	<ul style="list-style-type: none"> <li>To name the main male and female internal and external sexual reproductive parts, using the correct terminology.</li> <li>To be aware that puberty occurs at different times for different people and be able to explain why.</li> <li>To identify and describe the main physical and emotional changes that takes place at puberty for boys and girls.</li> <li>To be able to identify and understand how hygiene needs change during puberty.</li> <li>To make clear the link between changes at puberty and reproduction.</li> <li>To explore girls perceptions of boys and boys perceptions of girls in a variety of situations.</li> </ul>