



### SRE Pupil Objectives

Year	Topic	Learning Intentions	Learning Outcomes
Early Years	Myself and Others	To recognise some feelings To recognise that their behaviour affects other people, especially when angry	To begin to have identified some of their feelings and recognise some of the ways they express them To recognise how our feelings can influence our friendships To realise that their behaviour (words and actions) can affect other people
	Family Networks	That family and friends care for each other	To have identified family members and friends and the roles that they play To know who they can talk to at home and in school
	Body Awareness	To appreciate and value their body, its capabilities and uniqueness	To know that humans produce babies that grow into children and then into adults To consider the ways they have changed physically since they were born To begin to recognise the proper names for the external parts of the body To be able to describe some of the functions of some of the parts of the body
	Hygiene	To understand why hygiene is important	To explain why it is important to keep clean To understand some basic hygiene routines To understand some areas in which they can look after themselves e.g. dressing and undressing
Year 1	Myself and Others	To know the importance of valuing oneself To begin to realise that everyone is different	To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents To know and value the different groups to which they belong To recognise similarities and differences between themselves and their peers
	Body Parts	To recognise their bodies' capabilities and uniqueness	To identify similarities and differences between themselves and the opposite gender To recognise and name, using the proper terminology parts of the body and what those parts do.
	Family	To know that there are different types of family and all families have special roles in children's lives	To be able to describe their family To understand why their families are special To identify different ways that families and individual members care for each other To have identified their special people and be able to describe what makes them special
	Friendships	To understand what friendship is	To describe who a friend is and what a friend does To demonstrate some skills needed to make and maintain friendships
	Choices	To recognise children can make choices	To understand that they have choices To recognise that choices and responses will be affected by different factors To recognise that some choices will be wrong and other choices will be right To identify a simple way for decision making





Year 2	Body development	To learn that humans produce babies which grow in to children and then into adults How they have changed since they were babies	To know that adults have babies that develop into children and then into adults To know some changes they have gone through from babies to now
	Looking After the Body	To learn why it is important to keep clean	To describe how to look after particular parts of the body To explain why it is important to keep clean To be able to describe and carry out basic hygiene routines To know what they can take responsibility for and know when they need help
	Safety	To have considered personal space, touch and my body	To know my body belongs to me To have considered touches that we like and do not like To have identified people we can talk to
	Secrets	To know the difference between a good secret and a bad secret	To have considered good secrets and bad secrets To have identifies who they can talk to and ask for help
Year 3	Self Esteem	To recognise their worth as individual by identifying positive things about themselves and their achievements and by beginning to identify an area that needs to be strengthened	To see oneself as special, to recognise strengths, abilities and personal characteristics To have begun to build self esteem and confidence by looking at their skills and achievements To begin to identify personal areas that need improvement
	Differences and Similarities	To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial, and religious diversity, gender and disability	To consider factors that contribute to their own identity Consider similarities and differences between people in their community Understand that people's actions and responses will be affected by different factors Be able to recognise and challenge some stereotypes
	Decision Making	To be able to demonstrate simple decision making strategies	To recognise that choices require decisions To be able to consider different possibilities To demonstrate effective decision making skills
	Safety	To be able to use basic techniques to resist pressure	To be able to identify potential dangers in different environments 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 To demonstrate basic techniques to resist pressure To know who they can go to for support and help
Year 4	Emotions	To be able to communicate both positive and negative emotions in different situations	To identify and recognise in themselves a range of different emotions To understand how their emotions affect their interactions with other people To give examples of their actions which can affect the emotions of other people





			To appreciate that their emotions can lead them into risky situations
	Change	To appreciate that over time we change, physically and emotionally	To consider changes that can take place in our lives and those of others To appreciate as we change we are able to do different things and take on different responsibilities
	Assertiveness	To understand and be able to use assertiveness	To have practised being assertive in different situations
Year 5	Relationships	To be aware that there are different types of relationships, including marriage and those between family and friends To identify their support network and how, when and where to find support when the people in their network cannot help	To have explored some of the differences in relationships between friends and family To be able to consider and discuss a range of family types including single parents and foster parents To have considered the meaning of the word love and the variety of different meanings that it has To have considered how other people feel in some situations and how this helps or hinders friendships To have practised skills needed to maintain relationships
	Support Networks	The physical and emotional changes that take place at puberty	Identify people in their support network and describe why they are special to them Demonstrate that they know how to ask for help and support Identify whom to ask for help in certain situations Identify some sources of outside support beyond their immediate network Identify possible risks in seeking support and how to manage these
	Puberty and Hygiene	To be aware of the facts of the human life cycle including sexual intercourse	To name the main male and female internal and external sexual reproductive parts, using the correct terminology To be aware that puberty occurs at different times for different people and be able to explain why To identify and describe the main physical and emotional changes that take place at puberty for boys and girls To be able to identify and understand how hygiene needs to change during puberty To make clear the link between changes at puberty, sexual intercourse and the start of a baby To explore girls perceptions of boys and s perceptions of girls in a variety of situations
	Reproduction and pregnancy	To be able to explain how conception occurs in humans To understand that many people use contraception to control when they have children and how many they have To be aware of the stages of the development of a baby in the uterus To be able to discuss some of the responsibilities of parenthood	
Year 6	Resolving conflict in Relationships	To resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices	To be able to describe different types of conflict To explain actions help and hinder conflict situations To be able to recognise a win / win situation





			To know how to respond in these situations
	Taking Risks	To be able to explain their choices and stand by their choices in the face of pressure	<p>To be able to identify some risks in specific situations</p> <p>To be able to identify what influences their decisions</p> <p>To understand how self confidence, communication skills and assertiveness can help them to keep safe</p> <p>To have practiced voicing their concerns and their choices in the face of different pressures</p>
	Stereo Typing	To recognise and challenge stereotyping	<p>To be able to define what stereotyping is</p> <p>To be able to identify when stereotyping occurs</p> <p>To have explored media – music, television, magazines etc – portrayal of stereotypical images</p> <p>To have practiced challenging stereotypical views in a safe environment</p>
	HIV	To explore stereotyping in relation to HIV and AIDS	<p>To explore the myths and misconceptions about HIV and AIDS</p> <p>To learn correct information about HIV</p> <p>To discuss how HIV can and cannot be transmitted</p> <p>To explore prejudice and discrimination in relation to HIV and AIDS</p> <p>To identify ways in which they can help and support those who are HIV positive or who have AIDS</p>

