



# Holywell Primary School

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Subject coverage RSE 2022 – 2023

	Learning Intentions and Outcomes	Early Years Foundation Stage Links	Suggested Resources
Early Years Myself and Others	<p>Learning Intention To recognise some feelings. To recognise that their behaviour affects other people, especially when angry.</p> <p>Learning Outcomes: To begin to have identified some of their feelings and recognised 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.</p>	<p>Self-confidence and self esteem Making Relationships Behaviour and Self Control Sense of Community</p>	<p>Early Years Foundations Stage, Sex and Relationship Education Scheme of Work for Foundation Stage. SEAL Scheme of Work</p>
Earl Years Family Networks	<p>Learning Intention That family and friends care for each other.</p> <p>Learning Outcomes: To have identified family members and friends and the roles that they play. To know who they can talk to at home and at school</p>	<p>Making Relationships Self-Care Sense of Community</p>	
Early Years Body Awareness	<p>Learning Intention To appreciate and value their body, its capabilities and uniqueness.</p> <p>Learning Outcomes: To know that humans produce babies that grow into children and then into adults.</p>	<p>Healthy and Bodily Awareness</p>	



	<p>To consider the ways they have changed physically since they were born.</p> <p>To begin to recognise the proper names for the external parts of the body.</p> <p>To be able to describe some of the functions of some of the parts of the body.</p>		
Early Years Hygiene	<p>Learning Intention</p> <p>To understand why hygiene is important.</p> <p>Learning Outcomes:</p> <p>Explain why it is important to keep clean.</p> <p>Understand some basic hygiene routines.</p> <p>Understand some areas in which they can look after themselves e.g. dressing and undressing</p>	<p>Self-Care</p> <p>Healthy and Bodily Awareness</p>	
Year 1	Learning Intention	End of Key Stage Statements	Suggested Resources
Year 1 Myself and others	<p>Learning Intention</p> <p>To know the importance of valuing oneself</p> <p>To recognise that everyone is different</p> <p>Learning Outcomes</p> <p>To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents.</p> <p>To know and value the different groups to which they belong.</p> <p>To recognise similarities and differences between themselves and their peers</p>	<p>1d, to think about themselves, learn from their experiences and recognise what they are good at</p> <p>2f, that they belong to various groups and communities, such as family and school</p> <p>4c, to identify and respect the differences and similarities between people</p>	<p>Year 1, Sex and Relationship Education</p> <p>SEAL Scheme of Work</p>
Year 1 Body Parts	<p>Learning Intention</p> <p>To recognise their bodies' capabilities and uniqueness.</p> <p>Learning Outcomes</p> <p>To identify similarities and differences between themselves and the opposite gender.</p> <p>To recognise and name, using the proper terminology, parts of the body and what those parts do.</p>	3e, the names of the main parts of the body	

<p>Year 1 Family</p>	<p>Learning Intention To know that there are different types of family and all families have special roles in children's lives.</p> <p>Learning Outcomes 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</p>	<p>1b, to share their opinions on things that matter to them and explain their views 2a, to take part in discussions with one other person and the whole class 4c, to recognise how their behaviour affects other people 4d that family and friends should care for each other</p>	
<p>Year 1 Friendships</p>	<p>Learning Intention To understand what friendship is</p> <p>Learning Outcomes To describe who a friend is and what a friend does. To demonstrate some skills needed to make and maintain friendships</p>	<p>1c, to recognise, name and deal with their feelings in a positive way 2e, to realise that people and other living things have needs and that they have responsibilities to meet them 4b, to listen to people and play and work cooperatively</p>	
<p>Year 1 Choices</p>	<p>Learning Intention To recognise most children can make choices.</p> <p>Learning Outcomes 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</p>	<p>1a, to recognise what they like and dislike, what is fair and unfair and what is right and wrong 1b, 2c, to recognise choices they can make and recognise the difference between right and wrong 3a to make simple choice that improve their health and well-being</p>	

## Year 2

	Learning Intention	End of Key Stage Statements	Suggested Resources
Year 2 Differences: Boys & Girls	<p><b>Learning Intention</b> To understand and respect differences and similarities between boys and girls</p> <p><b>Learning Outcomes</b> Describe the ways boys and girls can be the same and different Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>	<p>1b share their opinions on things that matter to them and explain their views 4c, to identify and respect the differences and similarities between people</p>	<p>Year 2 Teaching SRE with Confidence, The Christopher Winter Project</p> <p>SEAL Scheme of Work</p>
Year 2 Difference Male and Female	<p><b>Learning Intention</b> To explore some of the differences between males and females and to understand how this is part of the life cycle</p> <p><b>Learning Outcomes</b> Describe some differences between male and female animals Describe some differences between boys and girls Understand that making a new life needs a male and a female</p>	<p>3e, the names of the main parts of the body 4c, to identify and respect the differences and similarities between people</p>	
Year 2 Naming body parts	<p><b>Learning Intention</b> To focus on sexual difference and to name body parts</p> <p><b>Learning Outcomes</b> Describe the differences between males and females Name the male and female body parts including external genitalia e.g. vulva, vagina, penis, testicles.</p>	<p>Science 2a, to recognise and compare the main external parts of the bodies of humans and of other animals</p>	
Year 2 Everybody	<p><b>Learning Intention</b> To appreciate that everyone needs to be cared for</p>	<p>2e, to realise that people and other living things have needs, and that they have responsibilities to</p>	

Needs Caring For	<p>Learning Outcomes</p> <p>Identify ways to show care towards each other</p> <p>Understand that we all have different needs and need different types of care</p>	<p>meet them</p> <p>3d, about the process of growing from young to old and how people's needs change</p> <p>4d that families and friends should care for each other</p>	
Year 2 Looking after the body	<p>Learning Intention</p> <p>To learn why it is important to keep clean.</p> <p>Learning Outcomes</p> <p>Describe how to look after particular parts of the body</p> <p>Explain why it is important to keep clean</p> <p>Describe and carry out basic hygiene</p> <p>Know what to take responsibility for and when to ask for help</p>	<p>1d, to think about themselves, learn from their experiences and recognise what they are good at</p> <p>3a, how to make simple choices that improve their health and well-being</p> <p>3b, to maintain personal hygiene</p>	

### Year 3

	Learning Intention	End of Key Stage Statements	Suggested Resources
Year 3 Self Esteem	<p>Learning Intention 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.</p> <p>Learning Outcomes 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</p>	1b, to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals	Year 3 Topic 1, Sex and Relationship Education Scheme of Work  SEAL Scheme of Work
Year 3 Challenging Gender Stereotypes	<p>Learning Intention To recognise and challenge gender stereotypes</p> <p>Learning Outcomes Understand that males and females can do the same tasks and enjoy the same things Understand that there are different stereotypes (fixed ideas) about what males and females can do.</p>	4e to recognise and challenge stereotypes,	
Year 3 Differences: Males and Females	<p>Learning Intention To recognise the difference between males and females including body parts</p> <p>Learning Outcomes Identify the differences between males and females Name male and female body parts using correct terminology</p>	3c, about how the body changes as they approach puberty Science 2a, to recognise and compare the main external parts of the bodies of humans and of other animals	

<p>Year 3 Family differences</p>	<p>Learning Intention To recognise that families are different and to challenge stereotypes about families</p> <p>Learning Outcomes To know that all families are different and have different family members Understand that people sometimes have stereotypes (fixed ideas) about families</p>	<p>4c to be aware of different types of Relationship</p> <p>4e to recognise and challenge stereotypes</p>	
<p>Year 3 Decision Making</p>	<p>Learning Intention To be able to demonstrate simple decision making strategies</p> <p>Learning Outcomes To recognise that choices require decisions. To be able to consider different possibilities. To demonstrate effective decision making skills.</p>	<p>1c, to face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p> <p>2f, to look after their money and realise that future wants and needs may be met through saving</p> <p>4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p>	
<p>Year 3 Safety</p>	<p>Learning Intention To be able to use basic techniques to resist pressure.</p> <p>Learning Outcomes 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</p>	<p>3e, to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p>	

Year 4

	Learning Intention	End of Key Stage Statements	Suggested Resources
Year 4 Self Esteem	<p>Learning Intention 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.</p> <p>Learning Outcomes 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</p>	1b, to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals	<p>Year 4 Teaching SRE The Christopher Winter Project</p> <p>SEAL Scheme of Work</p>
Year 4 Challenging Gender Stereotypes	<p>Learning Intention To recognise and challenge gender stereotypes</p> <p>Learning Outcomes Understand that males and females can do the same tasks and enjoy the same things Understand that there are different stereotypes (fixed ideas) about what males and females can do.</p>	4e to recognise and challenge stereotypes,	
Year 4 Differences: Males and	<p>Learning Intention To recognise the difference between males and females including body parts</p> <p>Learning Outcomes</p>	3c, about how the body changes as they approach puberty Science 2a, to recognise and compare the main	

Females	Identify the differences between males and females Name male and female body parts using correct terminology	external parts of the bodies of humans and of other animals	
Year 4 Family differences	Learning Intention To recognise that families are different and to challenge stereotypes about families Learning Outcomes To know that all families are different and have different family members Understand that people sometimes have stereotypes (fixed ideas) about families	4c to be aware of different types of Relationship 4e to recognise and challenge stereotypes	
Year 4 Feeling, Thinking and Doing - Changing relationships	Learning Intention To learn strategies to deal with feelings in the context of relationships Learning Outcomes Identify feelings and understand how they affect behaviour Show awareness that feelings change during growth and these changes can affect our relationships Can practice strategies for managing some feelings	2f, to resolve differences by looking at alternatives, making decisions and explaining choices 4a, that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	
Year 4 Assertiveness	Learning Intention To understand and be able to use assertiveness skills Learning Outcomes To have practised being assertive in different situations To understand pressure to behave in an unacceptable way can come in variety of ways To be able to ask for help and use basic techniques for resisting pressure to do wrong	3f, that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong	

Year 5

	Learning Intention	End of Key Stage Statements	Suggested Resources
<p>Year 5 Talking About Puberty</p>	<p>Learning Intention To explore the emotional and physical changes that occur during puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	<p>1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way 3c, learn about how the body changes as children approach puberty Science 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction 2f, about the main stages of the human life cycle</p>	<p>Teaching SRE The Christopher Winter Project  SEAL Scheme of Work</p>
<p>Year 5 Becoming Men and Women</p>	<p>Learning Intention To consider gender stereotyping and sexuality Learning Outcomes Understand how our attitudes and values about gender and sexuality may be affected by factors such as age, religion and culture Recognise and challenge gender stereotypes Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</p>	<p>1a, To talk and write about their opinions, and explain their views on issues that affect themselves and society 2k, To explore how the media present information 4e, To recognise and challenge stereotypes 4f, That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity</p>	

		gender and disability	
Year 5 Puberty and Hygiene	<p>Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty</p> <p>Learning Outcomes Explain how to stay clean during puberty Describe how emotions change during puberty Demonstrate how to seek help and support during puberty</p>	<p>3c, learn about how the body changes as children approach puberty Science 2f, about the main stages of the human life cycle</p>	
Year 5 Menstruation and wet dreams	<p>Learning Intention To understand that menstruation and wet dreams are a normal part of growing up</p> <p>Learning Outcomes Explain and ask questions about menstruation and wet dreams Describe how to manage periods and wet dreams</p>	<p>3c, learn about how the body changes as children approach puberty Science 2f, about the main stages of the human life cycle</p>	
Year 5 Menstruation education for girls	<p>Learning Intention To explore in menstruation issues in detail with girl only groups</p> <p>Learning Outcomes Understand why girls and women have periods Know and discuss how to manage periods</p>	<p>3c, learn about how the body changes as children approach puberty Science 2f, about the main stages of the human life cycle</p>	
Year 5 Building Good Relationships	<p>Learning Intention To appreciate the importance of friendship in intimate relationships</p> <p>Learning Outcomes Explain the similarities and differences between friendships and intimate relationships</p>	<p>1a, To talk and write about their opinions, and explain their views on issues that affect themselves and society 4a, That their actions affect themselves and others, to care about other people's feeling and to try to see things from their points of view</p>	

Year 6

	Learning Intention	End of Key Stage Statements	Suggested Resources
Year 6 Puberty and Reproduction	<p>Learning Intention To explore the emotional and physical changes that occur during puberty</p> <p>Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence</p>	<p>1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p>3c, learn about how the body changes as children approach puberty</p> <p>Science 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</p>	<p>Year 6 Teaching SRE The Christopher Winter Project</p> <p>SEAL Scheme of Work</p>
Year 6 Relationships and Reproduction	<p>Learning Intention To consider reproduction in the context of relationships</p> <p>Learning Outcomes Explain how babies are made Discuss different types of adult relationships with confidence (including single parents, same-sex parents, step-parents, blended families, foster parents)</p>	<p>4c to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p>	
Year 6 Conception	<p>Learning Intention To explore the process of conception and pregnancy</p>	<p>2e, That their actions affect themselves and others, to care about other people's feelings and</p>	

and pregnancy	<p>Learning Outcomes</p> <p>Describe the decisions that have to be made before having a baby</p> <p>Know some basic facts about pregnancy and conception</p>	to try to see things from their points of view	
Year 6 Being a Parent	<p>Learning Intention</p> <p>Learning about the roles and responsibilities of carers and parents</p> <p>Learning Outcomes</p> <p>Identify some of the skills and qualities needed to be a parent and carer</p> <p>Understand the variety of ways in which parents and carers meet the needs of babies and children</p> <p>Recognise that both men and women can take on these roles and responsibilities</p>	4a That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	
Year 6 HIV/AIDS Transmission	<p>Learning Intention</p> <p>Understand how HIV can be transmitted</p> <p>Learning Outcomes</p> <p>Know what is true and false about how someone can become infected with HIV</p>	3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread	
Year 6 Female genital mutilation [FGM]	<p>Learning Intention</p> <p>To know about female genital mutilation [FGM]</p> <p>Learning Outcomes</p> <p>To take care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact</p> <p>To understanding that actions such as female genital mutilation [FGM] constitutes abuse and are a crime</p> <p>To develop the skills and strategies required to get support if they have fears for themselves or their peers.</p>	<p>1a, To talk and write about their opinions, and explain their views on issues that affect themselves and society</p> <p>4a, That their actions affect themselves and others, to care about other people's feeling and to try to see things from their points of view</p> <p>4f, That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity gender and disability</p>	