



## SPJS Sex Education Overview of Objectives



Year group	Objectives Taught during PSCHE and When	National Curriculum Science Objectives (taught during science lessons)
<b>3</b>	<b>Summer 2</b> <b><u>Changing Me</u></b>	
	<ul style="list-style-type: none"> <li>I understand what a baby needs to live and grow; I can express how I might feel if I had a new baby in my family. <i>Linked to children's own pets and younger siblings/new babies - How do different animals look after their babies before and after birth?</i> <i>What does a new baby need to keep it happy and healthy?</i></li> <li>I can identify how boys' and girls' bodies change on the inside and outside during this growing up process. <i>How has my body changed visually since I was a baby?</i> <i>Why is my body changing? Why are some children growing quicker than others?</i> <i>Why are some girls in my class taller than the boys? How do girls and boys grow differently?</i> <i>What are similarities and differences between boys and girls?</i> <i>What happens when people get older?</i></li> </ul>	<p><b><u>ANIMALS INCLUDING HUMANS:</u></b> Pupils should be taught to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. What living things (plants and animals) need to grow and survive).</p> <p><b><u>LIGHT:</u></b> Pupils recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p>
<b>4</b>	<b>Objectives Taught during PSCHE and When</b>	<b>National Curriculum Science Objectives</b> (taught during science lessons)
	<b>Autumn 2</b> <b><u>Celebrating Differences</u></b>	
	<ul style="list-style-type: none"> <li>I can explain why it is good to accept people for who they are. <i>Why are some girls 'tomboys' and some boys a bit 'girly'? (linked to stereotypes)</i> <i>Is my body normal? What is a 'normal' body?</i></li> <li>I know about the different types of family set-ups and that everybody's family is different that is OK (same gender parents, adopted families). <i>If pupil-led, the following may be discussed:</i> <i>What is love?</i> <i>How do we show love to one another?</i> <i>Can people of the same sex love one another? Is this ok? What are the different kinds of families and partnerships? What do the words 'lesbian' and 'gay' mean?</i> <i>How do families with same-sex parents have babies? (response: adopted, fostered, helped by science)</i></li> </ul>	N/A
	<b>Summer 2</b> <b><u>Changing Me</u></b>	
	<ul style="list-style-type: none"> <li>I know about some of the changes we go through as the body changes (such as emotional and physical changes, including height &amp; personality - not covering puberty). <i>What body changes do boys and girls go through as your body grows? - linked to hygiene</i></li> </ul>	



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	Spring 2 <u>Changing Me</u>	
<b>5</b>	<p>Some lessons taught in gender groups.</p> <ul style="list-style-type: none"> <li>I know what puberty is and some internal and external changes that might occur.</li> </ul> <p><i>What is puberty?</i>  <i>What are the signs of puberty?</i>  <i>How is a girl's body different to a boy's body?</i>  <i>Do we all change/develop at the same time?</i>  <i>How can girls manage periods (menstruation)?</i>  <i>Why do boys get erections? What are wet dreams?</i>  <i>If pupil-led, the following may be discussed:</i>  <i>How many sperm does a man produce?</i>  <i>How many eggs does a woman have?</i>  <i>(teaching will not include any mention of sexual intercourse)</i></p> <ul style="list-style-type: none"> <li>I can describe physical changes that occur in puberty and know ways to manage emotional and relationship changes.  <i>How does my body change?</i>  <i>How can I look after my body now I am going through puberty? How can I cope with these different feelings and mood swings?</i></li> </ul> <ul style="list-style-type: none"> <li>To identify myths and facts about puberty and how to get help.</li> <li>I can ask the questions I need answered about puberty and my body.</li> </ul>	<p><b>ANIMALS INCLUDING HUMANS:</b>  Pupils should be taught to describe the changes as humans develop to old age:  - Pupils should draw a timeline to indicate stages in growth and development of humans.  - Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.  - They should learn the changes experienced in puberty.</p> <p><i>(What is puberty?</i>  <i>What are the signs of puberty?</i>  <i>How is a girl's body different to a boy's body?</i>  <i>Do we all change/develop at the same time? How does my body change?</i>  <i>How can I look after my body now I am going through puberty? How can I cope with these different feelings and mood swings?)</i></p> <p><b>LIVING THINGS AND THEIR HABITAT:</b>  Describe the life process of reproduction in some plants and animals:  - Pupils should find out about the different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.  <i>(How do different animals have babies? E.g. live young, eggs, in water etc.)</i></p>

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	Spring 2 <u>Changing Me</u>	
<b>6</b>	<ul style="list-style-type: none"> <li>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally (the right to protect your body from unwanted/inappropriate contact).  <i>How do hormones affect boys and girls differently?</i></li> <li>I can ask the questions I need answered about changes during puberty (link to secondary school and problems they may have).  <i>If pupil-led, the following may be discussed:</i>  <i>How are babies made? (response: when a sperm from a male and egg from a female come together - sometimes this results in a baby being made)</i></li> <li>I understand how being physically attracted to someone changes the nature of the relationship - I can show affection appropriately.  <i>Is it normal to have a crush on somebody? What does it feel like to have a crush on somebody? (link back to healthy relationships in Y3 - same gender relationships)</i></li> <li>I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.  <i>Am I normal? What is normal for my age?</i>  <i>If I am a late-developer, will I catch up?</i></li> </ul>	<p><b>Animals including Humans:</b>  Pupils should be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  <i>(How do hormones affect boys and girls differently? Am I normal? What is normal for my age?</i>  <i>If I am a late-developer, will I catch up?)</i></p>